

# Welcome to

## Glenluce Primary School



December 2020

The natural place to learn

**Dumfries and Galloway Education Services  
Glenluce Primary School Handbook**

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## **DUMFRIES AND GALLOWAY COUNCIL**

### **EDUCATION DEPARTMENT**



#### **1. Letter from Head of Education**

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.

Parents, pupils and staff are partners in the education process and we all have a role to play. The information in this handbook should reflect information that is important to you and your family to support your involvement and engagement in your child's learning. Working with your Parent Council and your Headteacher we can make sure you have the information about your school, the Education Service and our partners to give your child the best start in life.

Yours sincerely,

Gillian Brydson  
Head of Education

More information on Education Services is available at

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

and in our Annual Report

<http://www.dumgal.gov.uk/article/17612/Education-Authority-Annual-Plan>

#### **2. Welcome from the Head teacher**

Dear Parent / Guardian,

The aim of Mrs Hamilton and myself is ensure your child has the very best educational opportunities we can offer. This handbook provides information on:

1. Annual Information - these pages are updated annually.
2. General Information and Advice.
3. Policy Statements e.g. Curriculum and Discipline.

I hope that the handbook will answer many of the questions you may have about the school, but please do not hesitate to contact the school if you wish

any advice or further information about any aspect of your child's progress or school life.

Our school is a single storey building with a Nursery, three mainstream classrooms, a gym hall, dinner hall and staged area. There are also extensive school grounds including a multi-games surface area, football pitch and wildlife garden.

At Glenluce Primary we aspire to inspire. Education is a genuine partnership between pupils, teachers and parents and we invite you to join with us in making your child's memories of school days at Glenluce Primary happy and successful ones.

Yours sincerely

James D. Ferguson  
Job Share Head teacher

### **3. Education Services Aims**

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

Our Objectives.

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

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

2. We will improve our partnership working.

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

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

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

4. We will streamline our business processes

This means empowering our schools and staff to find better ways of working, with an emphasis on professional autonomy, local solutions, developing leadership, capacity building, effective

Continuing Professional Development and implementing Getting It Right for Every Child processes.

#### **4. School Aims**

- To be a happy, secure, safe and caring school.
- To encourage positive working relationships with parents and the community which supports children's learning.
- To raise standards of attainment by building on a positive ethos of achievement
- To provide for individual needs through the provision of high quality learning and teaching experiences that promote active learning within a curriculum focussed on excellence.
- To encourage children to take a responsible and caring attitude for their own health and well being, for others and for their environment, following the aims of the Rights of the Child programme.
- To review and update practice through a commitment to the continuing professional development of all staff.
- To provide a fun and enjoyable experience for all our pupils.

#### **5. School Ethos**

The school strives to create a positive ethos where children are able to learn in a safe and stimulating environment. Therefore, the school actively promotes a policy of anti-bullying and anti-racism.

The aims of our Ethos policy are as follows:

- to create a happy, safe and effective school environment for pupils, staff and visitors.
- to foster co-operation and understanding amongst the pupils and staff.
- to create a challenging and stimulating environment.
- to encourage communication between parents and the wider community.
- to provide equality of opportunity regardless of race, gender, class or ability.

The starting point for learning is a positive ethos and climate of respect and trust based upon shared values across the school community, including parents, whether for children and young people in school or those not in school.

All members of staff should contribute through:

- open, positive, supportive relationships where children and young people will feel that they are listened to
- promoting a climate in which children and young people feel safe and secure
- modeling behaviour which promotes effective learning and wellbeing within the school community
- being sensitive and responsive to each child or young person's wellbeing.

Children and young people should be encouraged to contribute to the life and work of the school and, from the earliest stages, to exercise their responsibilities as members of a community.

This includes opportunities to participate responsibly in decision making, to contribute as leaders and role models, to offer support and service to others and to play an active part in putting the values of the school community into practice.

## **6. School Information**

### 6.1 Glenluce Primary School

Address	Glenluce Primary School Glenluce Newton Stewart DG8 OJE
Telephone Number	01581 300351
E-Mail	goffice815@ea.dumgal.sch.uk

6.2 Head Teachers	Mrs Pauline Hamilton Mr James D. Ferguson
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6.3 School Roll	59
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6.4 Nursery Roll	12
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### 6.5 School Staff

Head Teachers	Mrs P. Hamilton / Mr J. Ferguson
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Principal Teacher	Mrs F. Young
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Teacher Class 1/2/3	Mrs Gallacher
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Teacher Class 3/4/5	Mrs S. Maxwell / Mrs J. Gregg
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Teacher Class 6/7	Mrs F. Young
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Nursery	Miss Maginess (Nursery Manager) Mrs C. Heron Mrs F. Donald Mrs L. Berrie (Nursery Nurses)
Support for Learning Teacher	Mrs A. Vedat
Learning Assistant	Mrs G. Lohead Mrs J. Gibson
Admin/Clerical	Mrs D. Denholm
Janitor	Mr I. Houston
Playground Supervisor	Mrs D. Marshall
Kitchen Staff	Mrs L. Murray Mrs E. McClurg
Cleaners	Mrs L. Coulter Mrs J. McDowall

### **Visiting Teachers**

Visiting Specialist Teachers are allocated to schools by the Department of Education and Community Services. Our allocation is presently as follows:-

Support for Learning                      2.5 hours weekly.

### **6.6 School Term Dates**

School term dates and holidays are fixed by the Education Authority and parents and a copy is attached at the back of this handbook. Dates are also provide at [www.dumgal.gov.uk](http://www.dumgal.gov.uk).

## SCHOOL HOLIDAY DATES – SESSION 2020/21

### **Term 1**

Teacher training - Monday 10 August and Tuesday 11 August 2020

First day - Wednesday 12 August 2020

Last day - Friday 9 October 2020

**Autumn holiday** - Monday 12 to Friday 23 October 2020

### **Term 2**

First day - Monday 26 October 2020

Last day - Friday 18 December 2020

**Christmas holiday** - Monday 21 December 2020 to Tuesday 5 January 2021

### **Term 3**

Teacher Training - Tuesday 5 January 2021

First day - Wednesday 6 January 2021

**Mid-term holiday** - Monday 15 to Friday 19 February 2021

(Teacher training - Thursday 18 February and Friday 19 February 2021)

Last day - Friday 26 March 2021

**Spring holiday** - Monday 29 March to Friday 9 April 2021

### **Term 4**

First day - Monday 12 April 2021

May Day holiday - Monday 3 May 2021

Last day - Friday 25 June 2021

**Summer holiday** - Monday 28 June to Tuesday 17 August 2021

## **7. Contact Us**

### 7.1 If you need to find out something

In order to maintain good links with parents and the wider community the school produces a calendar each month to inform parents about school activities and upcoming events. In addition, there is a weekly newsletter. Information about school can be found on the authority's website. If parents are unsure about anything they are invited to contact their child's class teacher, the office and the head teacher. The school encourages parents to

become involved in the school by helping with school trips and with a variety of other activities both in and out of the classroom. In addition parents/carers are involved in the life of the school through attendance at Parent Council Meetings and P.T.A. meetings. A parental help questionnaire has helped to draw up a list of those parents willing to help the school. Regular assemblies are held and special events such as the Christmas and summer concerts, Burns Supper and Sports Day enable the school to invite members of the wider community to come into the school.

Parents/carers can visit the school at any time in the school day. If parents/carers are collecting pupils for an appointment for the doctor, etc. a note should be sent to the teacher so that the pupil can be got ready in time. All phone call messages office and passed on to the appropriate member of staff.

**All daytime visitors to the school are asked to call at the office on their arrival in the building / playground.** Visitors should ring the bell at the main door entry system and await the arrival of a member of staff who will arrange entry into the school building. Please be patient if no one is immediately available. The security door system has been installed in order to protect the school community.

Parents are always welcome in school but needless to say there are times in the day when due to their teaching commitments staff are not readily available to meet with parents. However, when an appointment is made, a time which is suitable for both parent and teacher will be arranged and this should make for improved communication between home and school. **Please note that parents/carers are required to call at the school office in the first instance and not go directly to classrooms.**

## 7.2 If you have concerns

Should a parent/carer have any concerns regarding their child's welfare or education they should, in the first instance, contact the school and arrangements will be made to discuss the matter with the Headteacher. It is hoped that any matter can be resolved at school level by parent/carer and Headteacher. 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>

## 7.3 If you have a complaint

Education Services aims for enquiries, concerns and complaints to be dealt with at as local a level as possible, preferably 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 responding within 10 working days. Issues arising at a school level should be brought to the attention of the class teacher and/or the Headteacher 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 the Councils Corporate Complaints Unit.

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>

## **8. How the School Works?**

### **8.1 Enrolment**

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 (see Section 16).

### **8.2 Moving from Nursery**

Primary teachers work closely with 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.

The Nursery currently offers five sessions weekly to children in the pre-school and ante pre-school years. Places are made available to pupils who live in the catchment areas of Glenluce School and Drochduil School.

Registration requirements and dates are published in the local newspaper in February and November/December.

### **Placements in School**

Children who are 4 years old by the last day of February are eligible to enrol for the following session beginning in August. Parents who live in the school's catchment area should enrol their children on the dates which appear in the local newspapers early in February. Those who wish their children to attend the school but who live out with its catchment area should enrol at their local school but request placement at the school of their choice by signing section B on form PP/1. Provided that there is space at the school of their choice and that no extra expense is incurred by the authority, children will normally be placed in the school of their parents' choice.

New entrant children are invited to visit the school for a day in the summer term, prior to starting school, and children who are to start nursery in August are invited to spend a morning with us. The visits are designed to ease the transition between home and nursery and between nursery and primary school and have proved very successful as a settling-in period when children can familiarise themselves with the classroom and the school and can begin to get to know the nursery staff/class teacher. A meeting for parents of new entrants is normally held early in the new session when the Head Teacher and reception teacher explain teaching methods used and are happy to answer questions from parents. We appreciate the importance of the partnership between home and school in children's education and are anxious to ensure that links are fostered as early as possible. Parents of new entrants and children transferring from another school will be made welcome if they wish to visit the school prior to their child's/children's entry, and requests for visits should be made to the Head Teacher.

### 8.3 School Day

The school day is organised according to the following schedule.

School Starts at	9.00 a.m.
Morning Interval	10.45 a.m. - 11.00 a.m.
Lunch	12.30 p.m. - 1.15 p.m.
School Closes at	3.00 p.m.

The Nursery Operates a morning session as follows.

Nursery Starts at	8.45 a.m.
Nursery Finishes at	3.30 p.m.

### 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 Education Services that parents will be supportive of the dress code.

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

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

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

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

### 8.5 School Meals

For the past 8 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 is at a six year 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. All Primary 1 pupils currently receive free school meals. Any questions about Free School Meals can be directed to the Pupil/Parent Support Unit (See Section 16) or

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

### 8.6 School Transport

#### Who is entitled to school transport?

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

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

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

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

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

There is a Policy on School Transport and a Guide for Parents, and also Guidance for transport of children and young people with Additional Support Needs. These are available from your school or on the Council's website or from the Pupil/Parent Support Unit (see Section 16)

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

### 8.7 Class organisation

Pupils are taught in composite classes covering two stages, but occasionally three. In accordance with regional policy, these classes are generally arranged chronologically and children are taught in groups and individually so that all have the opportunity to realise their maximum potential according to age and ability.

### 8.8 Playground organisation

At Glenluce Primary we ensure that pupils are well supervised within the playground areas at all times. Each session we agree a timetable identifying a number of staff who will be in the playground during morning interval and lunchtimes. Those supervising keep a close eye on the children regarding various issues from accidents to behaviour and will intervene when necessary. If it is felt appropriate issues are reported to a member of teaching staff or a member of the management team and are dealt with accordingly.

### 8.9 Positive Behaviour and Celebrating Success

Promoting positive behaviour lies at the heart of our school ethos. High levels of behaviour are expected at all times and an ethos of mutual respect is fostered. The general principles contained in our policy statement are:

- Pupils are expected to conduct themselves in an orderly and polite manner at all times during the school day both inside school and in the playground.
- Pupils should observe the instructions given to them by all staff in order to ensure their own safety and that of others in addition to ensuring care and respect for their own property and that of others.
- Pupils are expected to work diligently in class at all tasks set for them by staff members.

## Classroom Code

At Glenluce Primary we always:

Respect everyone  
Listen carefully  
Work quietly  
Talk politely  
Try our very best!

## **9. The Curriculum**

### 9.1 Curriculum for Excellence

The curriculum is designed to provide appropriate opportunities for intellectual, aesthetic, physical, personal, social, moral and spiritual growth.

Since the publication of 'A Curriculum for Excellence' the school has been working on implementing these new guidelines. There has been full implementation of the new curriculum since the beginning of August 2010. This new curriculum from 3-18 is built on the following four capacities that will enable all young people to become:

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

To achieve these purposes we will be looking at our environment for working, the choice of teaching and learning approaches and the ways in which learning is organised.

Along with colleagues from the other schools in the cluster, we have been developing topic plans and programmes that reflect the new guidance. Designing the new curriculum is based on the following 7 principles:

- Challenge and enjoyment
- Breadth
- Progression
- Depth
- Personalisation and choice
- Coherence

- Relevance

Our aim is to provide a wide range of opportunities for learning. The children's learning experiences are linked where possible across all curricular areas.

The programmes of study at each stage are planned by class teachers and approved and monitored by the Head Teacher. French is taught regularly at P6/7 stage and, sometimes, at other stages where support time and expertise of staff permits.

### Bringing learning to life and life to learning

Curriculum for Excellence is now being implemented across Scotland for all 3-18 year olds – wherever they learn. It aims to raise standards, prepare our children for a future they do not yet know and equip them for jobs of tomorrow in a fast changing world.

Curriculum for Excellence enables professionals to teach subjects creatively, to work together across the school and with other schools, to share best practice and explore learning together. Glow, Scotland's unique, world-leading, online network supports learners and teachers in this and plans are already in place for parents across the country to have access to Glow.

Teachers and practitioners will share information to plan a child's 'learning journey' from 3-18, helping their progression from nursery to primary, primary to secondary and beyond, ensuring the change is smooth. They'll ensure children continue to work at a pace they can cope with and with challenge they can thrive on.

Curriculum for Excellence balances the importance of knowledge and skills.

Every child is entitled to a broad and deep general education, whatever their level and ability. Every single teacher and practitioner will be responsible for literacy and numeracy – the language and numbers skills that unlock other subjects and are vital to everyday life.

It develops skills for learning, life and work to help young people go on to further study, secure work and navigate life. It brings real life into the classroom, making learning relevant and helps young people apply lessons to their life beyond the classroom. It links knowledge in one subject area to another helping children understand the world and make connections. It develops skills so that children can think for themselves, make sound judgements, challenge, enquire and find solutions.

There will be new ways of assessing progress and ensuring children achieve their potential. There have been new qualifications for literacy and numeracy since 2012/13, new National 4 and 5 qualifications since 2013/14. Our well regarded Access, Highers and Advanced Highers have been updated to take account of and support the new approaches to learning and teaching.

There's personal support to help young people fulfil their potential and make the most of their opportunities with additional support wherever that's needed. There will be a new emphasis by all staff on looking after our children's health and wellbeing – to ensure that the school is a place where children feel safe and secure.

Ultimately, Curriculum for Excellence aims is to improve our children's life chances, to nurture successful learners, confident individuals, effective contributors, and responsible citizens, building on Scotland's reputation for great education.

A Curriculum for Excellence establishes clear purposes and a clear vision for education from 3-18yrs in Scotland.

### Vision for Children

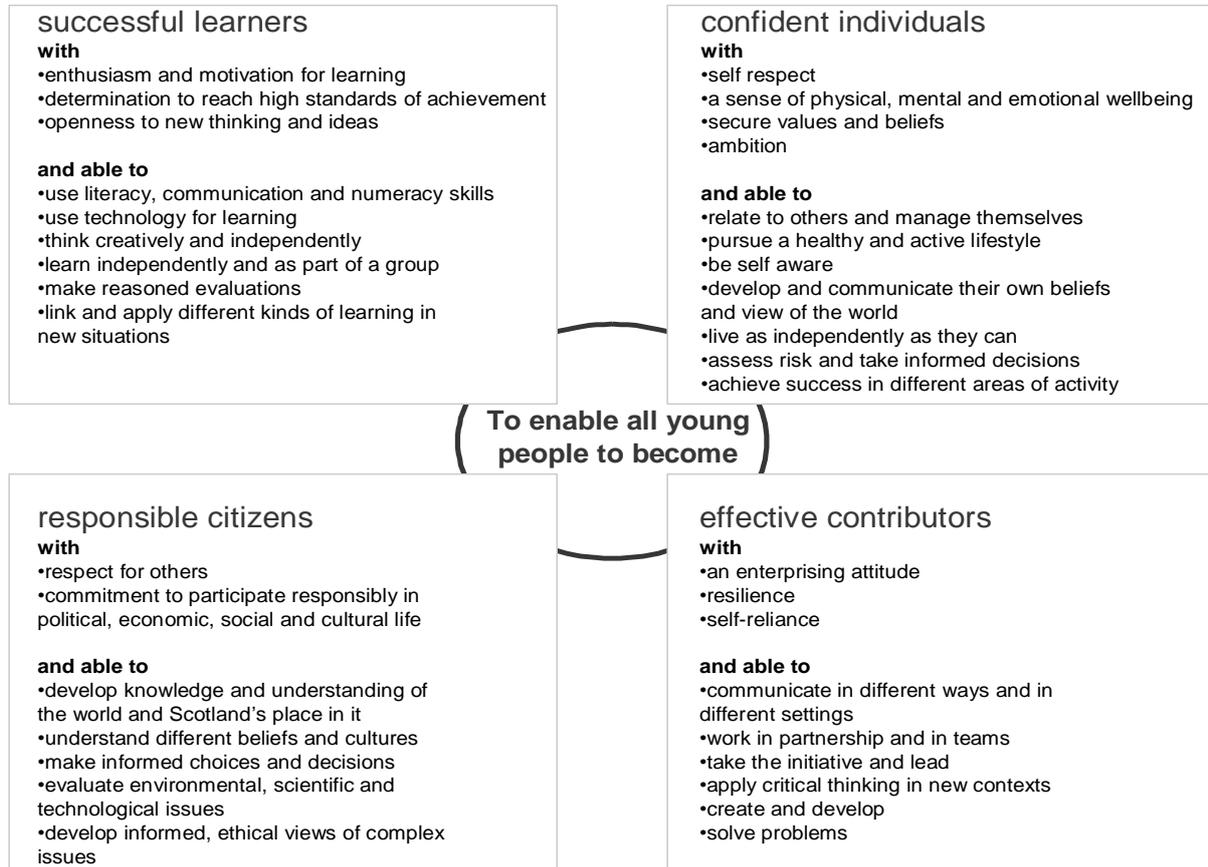
Our ambition for the children of Scotland is that they should be ambitious for themselves and be:

Successful Learners  
Confident Individuals  
Responsible Citizens  
Effective Contributors

To achieve our vision, children need to be:

- **Safe:** Children and young people should be protected from abuse, neglect and harm by others at home, at school and in the community.
- **Nurtured:** Children and young people should live within a supportive family setting, with additional assistance if required, or, where it is not possible, within another caring setting, ensuring a positive and rewarding childhood experience.
- **Healthy:** Children and young people should enjoy the highest attainable standards of physical and mental health, with access to suitable healthcare and support for safe and healthy lifestyle choices.
- **Achieving:** Children and young people should have access to positive learning environments and opportunities to develop their skills, confidence and self esteem to the fullest potential.
- **Active:** Children and young people should be active with opportunities and encouragement to participate in play and recreation, including sport.
- **Respected and responsible:** Children, young people and their carers should be involved in decisions that affect them, should have their voices heard and should be encouraged to play an active and responsible role in their communities.
- **Included:** Children, young people and their carers should have access to high quality services, when required, and should be assisted to overcome social, educational, physical, environmental and economic barriers that create inequality.

By providing structure, support and direction to children's learning the new curriculum should enable them to become:



Embedded in the Curriculum for Excellence are the following seven principles. Although all should apply at any one stage, the principles will have different emphases as a child or young person learns and develops.

### **Challenge and enjoyment**

Children and young people should find their learning challenging, engaging and motivating. The curriculum should encourage high aspirations and ambitions for all.

At all stages, learners of all aptitudes and abilities should experience an appropriate level of challenge, to enable each individual to achieve his or her potential. They should be active in their learning and have opportunities to develop and demonstrate their creativity. There should be support to enable children and young people to sustain their effort.

## **Breadth**

All children and young people should have opportunities for a broad, suitably weighted range of experiences. The curriculum should be organised so that they will learn and develop through a variety of contexts within both the classroom and other aspects of school life.

## **Progression**

Children and young people should experience continuous progression in their learning from 3 to 18 within a single curriculum framework.

Each stage should build upon earlier knowledge and achievements. Children should be able to progress at a rate which meets their needs and aptitudes, and keep options open so that routes are not closed off too early.

## **Depth**

There should be opportunities for children to develop their full capacity for different types of thinking and learning. As they progress, they should develop and apply increasing intellectual rigor, drawing different strands of learning together, and exploring and achieving more advanced levels of understanding.

## **Personalisation and choice**

The curriculum should respond to individual needs and support particular aptitudes and talents. It should give each child and young person increasing opportunities for exercising responsible personal choice as they move through their school career.

Once they have achieved suitable levels of attainment across a wide range of areas of learning, the choice should become as open as possible. There should be safeguards to ensure that choices are soundly based and lead to successful outcomes.

## **Coherence**

Taken as a whole, children and young people's learning activities should combine to form a coherent experience. There should be clear links between the different aspects of children and young people's learning, including opportunities for extended activities which draw different strands of learning together.

## **Relevance**

Children and young people should understand the purposes of their activities. They should see the value of what they are learning and its relevance to their lives, present and future.

## 9.2 Subject Information

The Curriculum for Excellence consists of eight curriculum areas:

**Mathematics, Languages, Health and Wellbeing, Expressive Arts, Social Studies, Sciences, Technologies and Religious and moral education.**

A fuller description of each curriculum area is given on the following pages. Curriculum for Excellence Guidelines documents can also be borrowed from the school.

The modern curriculum is very full and broad. Through effective planning we ensure that the children receive a balance of subjects throughout the session.

Each term classes study a theme or topic, which allows curricular areas to be integrated. Number and language work can be based on the topic for example rather than using a textbook. In this way work becomes more meaningful and relevant to the children. Curriculum content is also adapted to suit individual needs.

Through the teaching of our curriculum we seek to develop knowledge, skills, attitudes and techniques, which will enable our children to develop independence and responsibility in the learning situation. The curriculum will also provide the base from which the children develop intellectually, creatively, socially, physically, and spiritually.

This Curriculum has been revised at a local and national level. The school is using early, first and second levels tied into the new Curriculum for Excellence.

Level	Stage
Early	The pre-school years and P1, or later for some.
First	To the end of P4, but earlier or later for some.
Second	To the end of P7, but earlier or later for some.

## **Mathematics**

The pupils learning in mathematics enables them to:

- develop a secure understanding of the concepts, principles and processes of mathematics and apply these in different contexts, including the world of work
- engage with more abstract mathematical concepts and develop important new kinds of thinking
- understanding the application of mathematics, its impact on our society past and present, and its potential for the future
- develop essential numeracy skills which will allow them to participate fully in society
- establish firm foundations for further specialist learning
- understanding that successful independent living requires financial awareness, effective money management, using schedules and other related skills

- interpret numerical information appropriately and use it to draw conclusions, assess risk, and make reasoned evaluations and informed decisions
- apply skills and understanding creatively and logically to solve problems, within a variety of contexts
- appreciate how the imaginative and effective use of technologies can enhance the development of skills and concepts.

Pupils study this broad and varied mathematics curriculum by using a variety of resource and teaching methods. This means that although the school uses a published scheme (Heinemann Maths) to provide learning experiences, we also seek to make mathematics more interesting and meaningful by using problem solving approach where possible. Through a planned programme the emphasis is on understanding.

Computers provide a major contribution to the learning process. Children are taught to use database and spreadsheets as well as practising maths skills through the use of other computer software.

Mathematics will be developed under the broader headings of

### **Number, Money and Measure**

- Estimation and rounding
- Number and number processes
- Multiples, factors and primes
- Powers and roots
- Fractions, decimal fractions and percentages
- Money
- Time
- Measurement
- Mathematics - its impact on the world, past, present and future
- Patterns and relationships
- Expressions and equations
- Shape, Position and Movement
- Properties of 2D shapes and 3D objects
- Angle, symmetry and transformation
- Information Handling
- Data and analysis
- Ideas of chance and uncertainty

### **Languages**

Language Arts include the development of:      Listening and Talking

## Reading Writing

Language does not take place in isolation but opportunities are sought for language development across the curriculum.

### **a) Listening and Talking**

Listening and talking is developed under the broader headings of

- Enjoyment and choice
- Tools for listening and talking
- Finding and using information
- Understanding, analysing and evaluating
- Creating texts

We hope to encourage children as early as possible to listen quietly for an increasing amount of time so that, gradually, they can develop their ability to listen and evaluate stories, to recall details and to carry out instructions.

The development of children's oral language is vitally important and must not be left to chance, since speaking is by far the most common form of communication. We try to give children plenty of opportunity for connecting, expressing a point of view and exploring, as well as learning how to speak appropriately in different situations.

### **b) Reading**

Reading is developed under the broader headings of

- Enjoyment and choice
- Tools for reading
- Finding and using information
- Understanding, analysing and evaluating

We aim to develop in children a desire to read and a love of reading. There are many different strategies used to foster this desire but above all, books must be enjoyed and children must read for meaning and understanding. At the Infant Stage a more structured approach is used. As children progress through the school, there is a greater freedom of choice, more emphasis on higher order reading skills and a wider use of the school library. The school also organises an annual Book Fair when parents and children have the

opportunity of buying best selling books at reasonable prices. Reading development is a partnership between pupils, parents and teachers.

### **c) Writing**

Writing is developed under the broader headings of

- Enjoyment and choice
- Tools for writing
- Organising and using information
- Creating texts

Children must develop a neat and legible hand and be taught the correct formation of letters. As children move up through the school they will have sufficient control of handwriting, spelling, punctuation and syntax to be able to be efficient with different forms of writing - note taking, reporting, imaginative writing and stories and presenting a coherent argument.

The children are encouraged to take a pride in the appearance and presentation of their work. The work is often displayed and efforts are made to ensure that every child has written work displayed at some time or another.

Computer word processing programmes and laptop computers are other tools available to help children with their writing. We introduce pupils to word processing at an early stage.

### **Modern European Language – French**

We aim to:

- make learning of a foreign language an enjoyable exercise
- develop communication skills in a foreign language within a meaningful content
- foster confidence and willingness to experiment in using the language
- support pupils' language processes and their future foreign language needs

Children from Primary 6, 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, both oral and written.

Using books, C.D.s, TV, computer, songs, stories, games and conversation all linked whenever possible to class activities

### **Expressive Arts**

Experiences in the expressive arts involve creating and presenting and are practical and based on experience. Evaluating and appreciating are used to enhance enjoyment and develop knowledge and understanding.

The pupils' learning in, through and about the expressive arts:

- enables them to experience the inspiration and power of the arts
- recognises and nurtures their creative and aesthetic talents
- allows them to develop skills and techniques that are relevant to specific art forms and across the four capacities
- provides opportunities for them to deepen their understanding of culture in Scotland and the wider world
- is enhanced and enriched through partnerships with professional arts companies, creative adults and cultural organisations.

### **Participation in Productions and Participations**

All aspects of learning in expressive arts include opportunities to present and perform, for example through preparation of artwork for display, presentation of a short improvised drama to members of the class or performance of dance or music to parents or in the community.

### **Art and Design**

Through art and design, learners have rich opportunities to be creative and to experience inspiration and enjoyment. They explore a wide range of two- and three-dimensional media and technologies through practical activities, and create, express, and communicate ideas. Their studies of the works of artists and designers enhance their enjoyment and deepen their knowledge and understanding. This area of the curriculum is very important providing opportunities for children to discover and develop their creative talents, to be introduced to and experiment with a wide variety of techniques and materials and to develop an understanding and appreciation of pattern, colour, form and texture. The early years are important for the development of children's manipulative skills and we aim to develop the ability to handle tools, equipment and materials carefully and safely. Children need to observe carefully and to record what they

see and know. From an early age, children are encouraged to work in various media – drawing, painting, paper, sculpture, model making and pottery.

### **Dance**

Through dance, learners have rich opportunities to be creative and to experience inspiration and enjoyment. Creating and performing will be the core activities for all learners, and taking part in dance contributes to their physical education and physical activity. Learners develop their technical skills and the quality of their movement, and use their imagination and skills to create and choreograph dance sequences. They further develop their knowledge and understanding and their capacity to enjoy dance through evaluating performances and commenting on their work and the work of others.

### **Drama**

Through drama, learners have rich opportunities to be creative and to experience inspiration and enjoyment. Creating and presenting are prominent activities for all learners. Their acting and presenting skills are developed through participating in scripted or improvised drama. Exploring real and imaginary situations helps learners to understand and share their world. They develop their capacity to enjoy drama and their knowledge and understanding through evaluating technical aspects and scripts, and commenting on their work and the work of others.

For both P.E. and drama activities, children should wear loose, comfortable and appropriate clothing.

### **Music**

Through music, learners have rich opportunities to be creative and to experience inspiration and enjoyment. Performing and creating music will be the prominent activities for all learners. Through these activities they develop their vocal and instrumental skills, explore sounds and musical concepts, and use their imagination and skills to create musical ideas and compositions. They can further develop their understanding and capacity to enjoy music through listening to musical performances and commenting on them. They use ICT to realise or enhance their composition and performance, and to promote their understanding of how music works. The main aspects of music- rhythm, pitch, harmony, notation, the recognition of different instruments and the listening to and appreciation of a wide variety of different forms are all experienced. The emphasis is on participation and enjoyment. Instrumental instruction in woodwind, brass and strings is currently still being offered by the Education Department- further details are available from the Head Teacher.

### **Social Studies**

Learning in the social studies will enable the children to:

- develop their understanding of the history, heritage and culture of Scotland, and an appreciation of their local and national heritage within the world
- broaden their understanding of the world by learning about human activities and achievements in the past and present
- develop their understanding of their own values, beliefs and cultures and those of others
- develop their understanding of the principles of democracy and citizenship through experiences of critical and independent thinking
- explore and evaluate different types of sources and evidence
- learn how to locate, explore and link periods, people and events in time and place
- learn how to locate, explore and link features and places locally and further a field
- engage in activities which encourage enterprising attitudes
- develop an understanding of concepts that stimulate enterprise and influence business
- establish firm foundations for lifelong learning and for further specialised study and careers.

These will be developed under the broader headings of

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

## **Sciences**

Learning in the sciences will enable the children to:

- develop curiosity and understanding of the environment and their 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
- develop skills in the accurate use of scientific language, formulae and equations
- apply safety measures and take necessary action to control risk and hazards
- recognise the impact the sciences make on their life, the lives of others, the environment and on society
- recognise the role of creativity and inventiveness in the development of the sciences
- develop an understanding of the Earth's resources and the need for responsible use of them
- express opinions and make decisions on social, moral, ethical, economic and environmental issues based upon sound understanding

- develop as a scientifically-literate citizen with a lifelong interest in the sciences
- establish the foundation for more advanced learning and future careers in the sciences and the technologies.

The experiences and outcomes will be achieved by investigating the following:

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

### **Technologies**

The technologies framework provides a range of different contexts for learning that draw on important aspects of everyday life and work.

It includes creative, practical and work-related experiences and outcomes in business, computing science, food, textiles, craft, design, engineering, graphics and applied technologies.

Learning in the technologies enables our pupils to:

- develop an understanding of the role and impact of technologies in changing and influencing societies
- contribute to building a better world by taking responsible, ethical actions to improve their life, the lives of others and the environment
- gain the confidence and skills to embrace and use technologies now and in the future, at home, at work and in the wider community
- become an informed consumer and producer who has an appreciation of the merits and impacts of products and services
- be capable of making reasoned choices relating to the environment, sustainable development and ethical, economic and cultural issues
- broaden their understanding of the role that information and communications technology (I.C.T.) has in Scotland and in the global community
- broaden their awareness of how ideas in mathematics and science are used in engineering and the technologies

It is important to remember that as children and young people play and learn they will develop an interest, confidence and enjoyment in I.C.T. skills that can be transferred and applied in different learning contexts.

### **Religious and Moral Education**

Learning through religious and moral education enables our pupils to:

- recognise religion as an important expression of human experience
- learn about and from the beliefs, values, practices and traditions of Christianity and the world religions selected for study, other traditions and viewpoints independent of religious belief
- explore and develop knowledge and understanding of religions, recognising the place of Christianity in the Scottish context

- investigate and understand the responses which religious and non-religious views can offer to questions about the nature and meaning of life
- recognise and understand religious diversity and the importance of religion in society
- develop respect for others and an understanding of beliefs and practices which are different from their own
- explore and establish values such as wisdom, justice, compassion and integrity and engage in the development of and reflection upon their own moral values
- develop their beliefs, attitudes, values and practices through reflection, discovery and critical evaluation
- develop the skills of reflection, discernment, critical thinking and deciding how to act when making moral decisions
- make a positive difference to the world by putting their beliefs and values into action
- establish a firm foundation for lifelong learning, further learning and adult life.

These studies will focus on

### **Christianity**

- Beliefs
- Values and issues
- Practices and traditions

### **Development of beliefs and values**

#### **World religions selected for study**

- Beliefs
- Values and issues
- Practices and traditions

The religious education given in school is non-denominational but it is Christian in ethic. All children receive this education, but should parents wish their child not to participate in this activity, arrangements can be made for them to participate in an alternative activity. Moral attitudes and values are explored through discussions and activities, and moral education will occur from time to time in other curricular areas.

Weekly assemblies are held in the school. The school chaplain visits, generally on a fortnightly basis and other assemblies, some of which could be of secular nature, are led by the Head Teacher.

Members of the local community run a Scripture Union Group for older pupils and attendance at this is voluntary.

Our aim is to make children aware that there are acceptable social values and to be tolerant and kind towards others. We aim to have a happy atmosphere in our school where everyone enjoys being together. The school ethos is very important in developing appropriate moral values, personal relationships and awareness of responsibility.

### **Assessment**

Assessment of children's achievement throughout their academic career is considered an essential element in an effective teaching and learning programme so that continuity and progression is assured. The school operates a system of continuous assessment and monitoring of progress employing a variety of methods. There is a whole school policy on assessment.

### **9.3 Health and Well Being Education**

#### **Health and Wellbeing**

The children can expect their learning environment to support them to:

- develop their self-awareness, self worth and respect for others
- meet challenges, manage change and build relationships
- experience personal achievement and build their resilience and confidence
- understand and develop their physical, mental and spiritual wellbeing and social skills
- understand how what they eat, how active they are and how decisions they make about their behaviour and relationships affect their physical and mental wellbeing
- participate in a wide range of activities which promote a healthy lifestyle
- understand that adults in their school community have a responsibility to look after them, listen to their concerns and involve others where necessary
- learn about where to find help and resources to inform choices
- assess and manage risk and understand the impact of risk-taking behaviour
- reflect on their strengths and skills to help them make informed choices when planning their next steps
- acknowledge diversity and understand that it is everyone's responsibility to challenge discrimination.

#### **Mental, emotional, social and physical wellbeing**

- Mental and emotional wellbeing
- Social wellbeing
- Physical wellbeing

Personal and Social Development is a fundamental cornerstone of a child's education. It focuses on life skills, attitudes and values. A child's personal and social development is dependent on values and experiences at home, at school and in their wider environment.

We aim to develop the following in our pupils:

- A positive attitude and belief in themselves and others
- The capacity to deal effectively and appropriately with emotional scenarios within a variety of experiences
- Respect, tolerance and a willingness to co-operate and share
- The skills requires in order to effectively work independently and take responsibility for their own learning whilst helping others

### **PE, physical activity and sport**

- Physical education
- Physical activity and sport
- Physical activity and health

Physical Education includes games, gymnastics, swimming, dance and movement with drama and music. The school grounds are used extensively when dry and this gives us more opportunities for a variety of P.E. activities. The school also enters a mixed team for inter-school events. Swimming instruction, usually eight lessons, is given to P7 classes each session at the Ryan Centre Swimming Pool.

Physical Education is an important part of the curriculum in all aspects and the children who are well enough to come to school are expected to take part. Children who have a medical condition e.g. asthma are encouraged to take part as fully as they can.

### **Planning for choices and changes**

#### **Food and health**

- Nutrition
- Safe and hygienic practices
- Food and the consumer

#### **Substance misuse**

#### **Relationships, sexual health and parenthood**

## **10. The Wider Curriculum**

## 10.1 Extra Curricular Activities

Extra-Curricular activities are offered after school. These include football, rugby, netball and a gardening club. During the lunch breaks, a variety of clubs are run by senior pupils. These include a dance club, a chess club, a badminton club and an art club. Throughout the session there are a variety of other seasonal clubs and activities on offer. We also have a very active eco-committee and a very successful gardening group. We are always open to offers from parents if they have any specific skills they can share with the pupils.

## 10.2 Pupil Council

Our Pupil Council and Eco Committee are equally valued within our school community. They comprise of pupils from P.1 to P.7 who have been elected by their classes to represent pupils concerning a wide variety of issues relating to school life. They voice their thoughts, suggestions and opinions on key events within the school, delivery of the curriculum and are currently reviewing the school's visions, values and aims. They organise fundraising activities and other school initiatives.

We have school Captains and Vice Captains. They are chosen to represent their houses. They also are members of the Eco-Committee and play an effective part in school decision making.

The children take real ownership over aspects of our daily school life. Additional responsibilities enhance and highlight the need for developing skills for learning, life and work.

## 10.3 School Trips

Opportunities are given to all pupils to go on an educational excursion. On occasion we ask parents/carers to contribute towards transport costs, entry fees, etc. Excursions, performances by outside groups, etc. are subsidised from School Funds. A blanket consent form will be distributed to parents/carers at the beginning of each session to cover, for insurance purposes, permission for children to attend school events outwith the school environment. Consent slips will, however, also be sent to parents/carers for individual trips in order to ensure parental awareness of their children's attendance at these events and of any specific clothing, packed lunches, etc. required.

## 10.4 The Community

Glenluce Primary is central to the local village community. The community bring a variety of information to our school to be shared with the children and parents. We regularly engage with our community and the Community Council. We work alongside the Community Council in initiatives such as litter

picks, wind farm grants etc. The community are an integral part of our school life and we are delighted to have community members co-opted onto our pupil council. The community regularly support the school and have played an integral part in ensuring that Glenluce Primary is funded and supported in many different ways to benefit the experiences of the children of Glenluce and New Luce.

### 10.5 Eco Schools

Our school is a genuine Eco School and this was commended on our last Green Flag award in 2017. We have four green flag awards to date. We were the first school in Dumfries and Galloway to have wind turbines installed, and this is directly due to the dynamic drive of our eco-committee. Energy usage has dropped significantly over the last four years due to an effective energy management drive. The garden areas have been developed over the years and are currently on our school development plan. The children possess a desire to look after and improve our environment and this has extended into the wider community, through litter picks in the village and the decoration of the underpass. The committee has representatives from all stages in the school and promotes the views and visions of the pupils.

### 10.6 Rights Respecting School

Staff and students at Glenluce Primary are celebrating after making the first step towards becoming a U.N.I.C.E.F. UK Rights Respecting School.

The school has been given the Bronze award and is now busy working towards achieving the Silver level.

The Rights Respecting Schools Award (RRSA) is an initiative run by UNICEF who work with schools in the UK to create safe and inspiring places to learn, where children are respected, their talents are nurtured and they are able to thrive. The Rights Respecting Schools Award embeds these values in daily school life and gives children the best chance to lead happy, healthy lives and to be responsible, active citizens. Both schools will place the UN convention on the Rights of the Child (CRC) at the heart of their ethos and curriculum.

## **11. Home/ School Partnership**

### 11.1 Parent Council

By law schools have a duty to promote parents'/carers' involvement in children's education. We are very keen that parents/carers feel able to be involved in their child's education and learning, that they are active participants in the life of the school and they feel able to express their views on school education generally. Every parent/carer who has a child at our school is a member of the Parent Forum. The Parent Council is a group of parents/carers who have chosen to represent the Parent Forum. As a member of the Parent Forum, each parent/carer can expect to:-

- Receive information about the school and its activities;
- Hear about what partnership with parents/carers 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 Head Teacher, 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.

The school has an established and supportive Parent Council. The Council discuss a wide range of educational issues and it plays a very important part in the life of our school.

The present office bearers are: Mr M. Lane (Chairperson), Mr I. McKnight (Vice), Mrs N. Naggar Smith, (Treasurer)  
Staff Member - Mrs F. Young

Co-opted Member Mr. J. McHarrie

The Address to which all communication to the School Board should be sent is:

Clerk to the School Board  
C/o Glenluce Primary School  
Glenluce  
Newton Stewart  
DG8 OJE

### Parent Teacher Association

We are extremely fortunate in having the support of a very active P.T.A. which is a great asset to the school. The P.T.A. strives to provide financial and physical aid towards projects, educational excursions and social evenings throughout the year. All parents are welcome to attend P.T.A. meetings.

The present office bearers are:

Chairperson: Mrs J. Stewart  
Secretary: Mrs M. Bodle  
Treasurer: Mrs H. Copeland

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 and that 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 types of things the parent council may get involved in include:
- Supporting the work of the school;
  - Gathering and representing parents' views to the Headteacher, Education Authority and Education Scotland;
  - Promoting contact between the school, parents, pupils and the local community;
  - Fundraising and organising events;
  - Reporting to the parent forum; and
  - Being involved in the appointment of senior promoted staff.

## 11.2 Communicating with Home

In order to maintain good links with parents and the wider community the school produces a calendar each month to inform parents about school activities and upcoming events. In addition, there is a weekly newsletter. Information about school can be found on the authority's website. Parents are encouraged to provide their e-mail addresses and the vast majority (over 80%) of correspondence is delivered in this way. If parents are unsure about anything they are invited to contact their child's class teacher, the office and the head teacher. The school encourages parents to become involved in the school by helping with school trips and with a variety of other activities both in and out of the classroom. A parental help questionnaire has helped to draw up a list of those parents willing to help the school. Regular assemblies are held and special events such as the Christmas and summer concerts, Burns Supper and Sports Day enable the school to invite members of the wider community to come into the school.

## 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 Attendance Officer. If possible please try to make dental/medical appointments out with school hours. However if this is not possible please inform us in writing or by telephone of the appointment and arrange to collect your child from class.

#### Unexplained Absences / Lateness

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

Parents are asked to ensure that:

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

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

#### Holidays

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

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

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

#### 11.4 Homework

The school has, at present, a policy on homework, formulated following consultation with parents. It is felt that supervising homework is one of the ways in which parents can take an active part in their children's education. The type of homework set is left to individual class teachers and the time to be spent on it will probably range from about five minutes per night at the early stages, gradually increasing to a maximum of 30 minutes at the upper stages of the school.

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

The school assesses pupil progress and learning on an ongoing basis with teaching staff utilising their developing knowledge of the Curriculum for Excellence and through professional dialogue with colleagues e.g. Additional Support for Learning Teachers. This in turn is supported through the use of standardised assessments at P1 (PIPS), P3, P5 and P7. These assessments: CAB (Computerised, Adaptive and Benchmarked) are now being used in all primary schools in Dumfries and Galloway. As the name CAB suggests children complete these assessments at the computer. Tasks completed take a different approach to routine assessment as they are adaptive – they treat every child as an individual by selecting the difficulty of the question given.

Parents' afternoons/evenings are normally held in school in October/November and March/April for Nursery and P1-7.

An appointment system operates during our Parents' Afternoons/Evenings and the school actively encourages all parents to be in attendance. Where the time allocated does not suit parents should contact the school to make alternative arrangements. It is our aim to meet with all parents/carers to discuss individual pupil targets/progress. During the Parents' Afternoons/Evenings parents may view their children's work and discuss targets and progress made. A full progress report is distributed to parents in May. Parents of pre-school children are invited to an evening meeting in June following a programme of visits for our new P.1 entrants. Our attendance at the last Parents Evening was almost 100%.

We see your child's education as a partnership between home and school. We appreciate that with the continual development of educational practices more and more parents are keen to find out in greater detail what their children learn in school and how. To this end we will endeavour to build upon our programme of information sessions when parents are provided with opportunities to learn of teaching methods, resources used and to ask questions. There are of course

many other occasions such as fundraising events, social activities such as concerts, sports day, etc. when it is hoped you will choose to participate in the life of the school.

There will no doubt be times when parents have a query over how their child is progressing at school. We would encourage parents to contact the school office and arrange an appointment with the appropriate member of teaching staff or the Head Teacher. It is always healthy to talk issues through as soon as possible.

### 11.6 Pupil Profiles

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

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

### 11.7 Helping the School

At Glenluce Primary School we actively encourage parents to be involved with the work and life of the school. There are a variety of opportunities that arise throughout the year. Some examples are:-

- Joining our Parent Council
- Accompanying classes on outdoor excursions
- Volunteering to assist with school activities eg. football, netball, rugby, art, costume making for concerts etc
- Assisting with Eco projects – gardening
- Visiting classes to talk about a particular hobby or your career
- Joining our very proactive fundraising group, PTA

### 11.8 Helping your child

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

- **Listen, talk, and encourage** – this can have a big influence on children's learning
- **Encourage your child to talk** to you about their learning, what learning is happening at school and do what you can at home to build on that

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

Information provided by Education Scotland – Parentzone

## 11.9 Useful Information

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

## 12. Support for All

### 12.1 Pupil Support

At Glenluce Primary School we strive to meet the needs of all of our youngsters. Most children at some point in their educational career will require some extra support. Our staff are extremely pro-active in identifying individual needs as and when they arise. Regular discussions take place with the HT in order to ensure that there are no barriers in place regarding learning and teaching. This may come in many forms ranging from behaviour issues to curricular issues. Action will always be taken as soon as possible and parents will be informed at all stages.

## 12.2 Pastoral Care

Our school has an ethos of caring for all which was reflected in the very positive feedback from our last HMI inspection. There may be many events in life which require a little extra care of our youngsters. At times these may be issues that stem from out of school, such as bereavement, family separation, illness etc. We will work in close partnerships with families to ensure the best for the children. Our pastoral care at Belmont Primary is embedded in our ethos that every child deserves the very best. Attendance, lateness and homework are all integral parts of this. Honest discussions with parents are essential and, at times, partnerships with appropriate outside agencies can prove beneficial.

## 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 Education Services' The Framework for Support 2006. This Framework is currently under review.

Additional Support for Learning comes in a variety of forms at Glenluce Primary. At times it is simply sourcing appropriate resources for individual children but there are many other forms. We believe that additional support does not only focus on youngsters that are finding curricular areas challenging, it also includes children who are achieving well and need to be stretched further to reach their fullest potential. We currently have two part time Support for Learning Assistants who work in close partnership with class teachers and parents to provide the best for support for children. Our Additional Support for Learning teacher, Mrs Sarah Crothers, is with us for six hours per week and works closely with children who have an Individual Educational Plan. As soon as an identification of concern is raised we will contact parents and have frequent discussions as to how to we can all provide the very best for the children.

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 website

<http://www.dumgal.gov.uk/article/16163/Additional-support-for-learning> 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%20Independence%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](mailto: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 Anti-Bullying

Everyone who works in schools has obligations to a code of conduct which includes professional responsibilities and behaviour towards colleagues, parents/carers and pupils. In modelling these, we aspire to instil similar behaviours in our pupils. These responsibilities are not an 'add on' to the daily business of teaching. They are an essential part of our daily business. Children will tease, fall in and out with each other, have arguments, stop talking to each other and disagree about what is cool and what is not. This is a normal part of growing up and should be distinguished from bullying. However, in an environment where this behaviour is left unchecked, it can lead to bullying, making those being bullied feel afraid, uncomfortable and unsafe in their environment.

(Respect For All, Anti-Bullying Guidelines -Dumfries and Galloway Council)

At Glenluce Primary we strive to ensure that all members of the school community feel valued and safe. The entire school community - teaching and non teaching staff, pupils and parents/carers – are involved and committed to this. Through delivery of Health and Wellbeing every pupil is made aware of behaviour that would constitute bullying, we encourage pupils to speak up about incidents of alleged bullying and involve key members of staff, parents/carers and in some cases outside agencies to support and intervene as necessary.

Should parents/carers have any concerns with regard to bullying behaviour they are urged to contact the school as quickly as possible so that the matter can be dealt with using the most appropriate course of action.

## 12.7 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.

### 12.8 Home School Link Worker Service

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

The transition between primary and secondary school can initially be quite a daunting thought. At Glenluce Primary we want to make this process as smooth as possible. A variety of initiatives are in place to ensure this.

- All pupils in our upper primary class (P.6-7) will have the opportunity to spend a whole school day at Stranraer Academy. This normally takes place in the month of May. They will be accompanied by their primary class teacher. Within this day they will have a tour of the building, meet a variety of secondary teachers and have their lunch in the Academy's canteen.
- Stranraer Academy arranges a "Mini Snowball" for P7 pupils to attend. This normally takes place on an evening in the month of December. It

is a good opportunity for pupils to mix with their peers from other schools.

- The Active Schools team run a variety of sporting/social activities to allow upper primary pupils to work together – Fit for Girls, Athletics, Fitness Clubs etc
- Our Home link worker, Mr Gary Burns, delivers a project entitled “Aiming for High.” This is for P7 pupils and again focuses on the thoughts and questions that youngsters may have in their move to secondary school. Our pupils work alongside two other local primary schools. Again this allows peer groups to come together.
- Finally, there are the two formal induction days which are for P7 pupils in the month of June. A parents’ information evening is held at Stranraer Academy prior to the visit. Class lists are available then, as are school uniforms. The pupils attend Stranraer Academy for the two days and follow their timetable as they will do in S1.

If for any reason we have additional concerns regarding individual pupils, appropriate interventions will be put in place. These may take the form of extra school visits as part of an enhanced transition programme or transition meetings with parents and teachers from the primary and secondary sector.

## **14. School Improvements**

### 14.1 Improvement plan and priorities

In May each year, the school publishes a Standards & Quality Report providing all stakeholders with a comprehensive summary of the school’s work and learners’ achievements over the last year. The first part of this report provides an overview of the school’s progress in addressing its key priorities, while the second part gives information about, for example, how well pupils are learning and achieving; how well the school is supporting children/young people to develop and learn. In June, we publish a School Improvement Plan which outlines the key priorities for the school during the year ahead, following due consultation with staff, pupils and parents. The plan indicates the expected impact of priorities on pupil learning, as well as providing brief information about the key tasks to be taken forward. Both the report and the plan are published on the school’s web-site and are also available in hard copy, on request.

Our School Improvement Plan for this session has three main key areas of focus. These are:-

### **1. Raising Attainment for ALL**

Teaching staff and L.A.s will use available resources more effectively to improve approaches to learning and teaching across reading, numeracy and mathematics.

Children's attainment in literacy will be enhanced through increased vocabulary.

Children will make good progress in reading, numeracy and mathematics.

Children will demonstrate increased resilience in their learning.

Children will have increased opportunities to apply learning in a range of contexts and situations.

Staff will use assessment data effectively to measure the impact of different approaches to learning and teaching and plan accordingly.

Teacher planning will demonstrate a range of contexts and applications for learning including play in the early years.

### **2. Promoting Wellbeing to Improve Learners' Engagement**

Improve children's engagement in learning by promoting wellbeing and health across the school.

Promote an ethos of respect across the school community.

Children are able to talk about their needs in terms of GIRFEC indicators (SHANNARI) and make informed choices.

All staff actively promote positive relationships within the classroom, playground and community.

Pupils actively participate in decisions about their learning.

### **3. Creating a culture of collaborative leadership at all levels**

Promote an ethos of professional learning and dialogue across the partnership.

Senior leaders to build on the skills and talents of individuals to build leadership capacity.

All staff to commit to change which results in improvements for learners.

## **14.2 Achievements**

The school works really hard at ensuring the children have the opportunity to experience as many different activities as possible. The school has very successful rugby, football and netball teams which promote an ethos of participation and competition across the cluster. Our Eco Committee have attained three Green Flags and are recognised as being genuinely eco aware in their everyday actions. We have an excellent choir and our children always perform extremely well in The Dumfries and Galloway music festival.

It is hoped that activities such as the above will provide the children with the motivation to continue their involvement in clubs once they have left primary, providing them with lifelong skills and interests.

### 14.3 More information

Our aim at Glenluce primary is to expand and extend the opportunities that the pupils will be offered. We hope that our pupils will attain to their full educationally potential and also be equipped with a variety of lifelong skills and interests.

## **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.

### 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.

### 15.3 Health Care

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

#### 15.4 Data Protection

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

#### 15.5 Images of Pupils

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

#### 15.6 Use of the Internet

As part of the process of learning we allow our children supervised access to the Internet and e-mail. The authority runs its own filter system to ensure that young people are not at risk from exposure to inappropriate material. This filtering system is regularly being upgraded.

#### Information and Communication Technology

The children will learn to develop their I.C.T. capability and develop informed attitudes towards the subject.

Children are made aware of Information Technology in their environment and will have opportunities to gain familiarity with computers, and as they progress through the school they will learn skills such as storing and organising information, giving instructions, writing simple computer programmes and using laptop computers and word processors. The wide range of software available in school provides support across the whole curriculum.

Children are also encouraged to use C.D. Roms, overhead projectors, etc as appropriate. We also have our own digital cameras, multimedia projectors and promethean boards.

The school is linked to the Internet and has its own e-mail address. Our e-mail address is [goffice815@ea.dumgal.sch.uk](mailto:goffice815@ea.dumgal.sch.uk) and our website is accessed through using your child's own glow e-mail and password.

## **Internet Access and Safety**

As part of student's curriculum enhancement and the development of I.C.T. skills, Glenluce Primary School provides supervised access to the Internet including e-mail. Pupils in P1-3 will have a class email address and their use of the Internet will mainly be in class or group lessons with a member of staff and will always be supervised.

Pupils in P4-7 will have individual GLOW email addresses and may at times have unsupervised access but this will always be in class base and with an adult in close proximity.

Although there have been concerns about pupils having access to undesirable resources, we are taking positive steps to deal with this risk in school. Our authority Internet access provider operates a filtering system that restricts access to inappropriate materials.

**Whilst every endeavour is made to ensure that suitable restrictions are placed on the ability of children to access inappropriate materials, Dumfries and Galloway Council cannot be held responsible for the nature or content of materials accessed through the Internet. The Council will not be liable under any circumstances for any damages arising from your child's use of the Internet facilities.**

### School Internet Access Policy – Key Points

- Email must only be used in school for educational purposes
- Pupils will be strongly encouraged to tell a member of staff immediately if they encounter any material that makes them feel uncomfortable
- Pupils in P.3-7 will be allowed to access personal email from the school system but on the understanding that any abuse of this responsibility will result in them being banned from further access
- Pupils should have a specific aim when accessing email
- Pupils in P.1 and P.2 may send email as part of planned lessons but will not be given individual email accounts
- Pupils in P.3-7 onwards will be given individual email accounts. This assumes a high level of trust and pupils and /or parents will be asked to sign the Permission For Internet Access Form
- In-coming email will be regarded as public
- Messages sent using the school domain name should be regarded in the same way as messages written on school headed paper
- The following of chain letters is banned, as is the use of chat lines
- The point of contact in the School Website should be the school address and telephone number. Home information or individual email will not be published
- Photographs on the School Website must not identify individual pupils. Group shots or pictures taken "over the shoulder" will be used in preference to individual "passport" style images

- Full names will not be used anywhere on the Website, particularly alongside photographs
- Written permission from parents will be sought before photographs of pupils are published on the School website
- In the early primary stages the majority of the access to the Internet will be by teacher or adult demonstration. However there may be situations when children have unsupervised access to specific approved on-line materials
- At middle and upper primary Internet access will be granted to individual pupils as part of the scheme of work, but only after the teacher has ensured that the pupils have been taught and have good understanding of responsible Internet use
- Parents will be informed that pupils will be provided with supervised Internet access
- A record will be maintained of all staff and pupils with Internet access. Persons will be removed from the record when access is no longer required, or is withdrawn. The school may decide to record access permission on a whole class basis

The school and Education Department will undertake the following precautions:

- Use of technical strategies to restrict access to inappropriate materials e.g.:
  - a) Blocking strategies remove access to a list of unsuitable sites or newsgroups. Maintenance of the blocking list is a major task as new sites appear everyday.
  - b) A walled-garden approach or pass list provides access only to a list of approved sites. Inevitably this approach will restrict pupils' access to valid information
  - c) Filtering examines the content of Web pages or email messages for unsuitable words, Filtering of Web searches attempts to block a current loophole
  - d) Rating systems give each Web page a rating for sexual, profane, violent or other unacceptable content. Web browsers can be set to reject these pages.

None of these systems can be completely effective and a combination of approaches will be required, alongside adequate supervision.

- Staff, parents, and Education Department officers will work to establish agreement that every reasonable measure is being taken
- Students will be informed that Internet use will be supervised and monitored
- The school will work in partnership with parents, the Education Department, SEED and the Internet Service Provider via the I.C.T. co-ordinator

Any material that the school suspects is inappropriate will be referred to the Internet Service Provider and the Education Department's I.C.T. co-ordinator.

- Security strategies will be discussed with the Education Department
- The I.C.T. co-ordinator will ensure that the system has the capacity to take increased traffic caused by internet use
- The security of the whole system will be reviewed with regard to threats to security from Internet access
- Personal data sent over the Internet will be encrypted or otherwise secured
- Virus protection will be installed and updated regularly
- Personal U.S.B. sticks may not be brought into the school without specific permission and a virus check.

Listed below are the Rules for Internet I.C.T. use, which pupils must agree to, and a summary of the Key Points of our Internet Access Policy that we operate at Glenluce Primary. Parental permission for Internet access for pupils will be sought by the school.

### Rules for Responsible I.C.T. Use

The school has installed computers and Internet access to help our learning. These rules will keep everyone safe and help us to be fair to others.

- I will ask permission from a member of staff before using the Internet
- I will treat all the equipment with care
- I will use only my own login and password, which I will keep secret
- I will not access other people's files
- I will use the computers only for school work and homework
- I will not bring floppy disks into school unless I have permission
- I will only e-mail people I know, or my teacher has approved
- The messages I send will be polite and sensible
- I will not give my home address or phone number, or arrange to meet someone outside school
- To help protect other students and myself, I will tell a teacher if I see anything I am unhappy with or I receive messages I do not like
- I understand that the school may check my computer files and may monitor the Internet sites I visit
- I will report anyone who breaks these rules

If a parent/teacher has any cause for concern or complaint over Internet use in school (or at home) then please contact the Head Teacher as a matter of urgency.

## **16. Other Useful Information**

### 16.1 Pupil / Parent Support Unit

The Pupil /Parent Support Unit is there to help parents and pupils and can be contacted on the numbers shown below regarding any aspect of Free School Meals/Clothing Grants, Education Maintenance Allowance, School Transport, Home Education, Parent Council administration, school transfers and

enrolment, school catchment areas, performance licences, insurance matters and financial support for those pupils entering higher education.

(01387) 260437  
(01387) 260433

(01387) 260498  
(01387) 260493

## 16.2 Policies

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

- Acceptable Use of Dumfries and Galloway Council's ICT Facilities In Schools (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](http://www.educationscotland.gov.uk/parentzone) .

### **Please Note**

**Whilst the information included within this Handbook was considered to be correct at the time of printing it is subject to change prior to the time when it is made available to parents/carers. The school will endeavour to provide parents/carers with accurate and updated information on an ongoing basis.**