



Leswalt Primary School Handbook

2018 - 2019

Leswalt Primary School Handbook

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Letter from Director Education Services



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>

Welcome to Leswalt Primary



Leswalt Primary School is a small, two teacher school, set within the village of Leswalt in Wigtownshire and serves the village and surrounding area. We like to see ourselves as a true community school, through the involvement of the immediate locality in the life and work of our school. We have a committed staff team who all work together to create a warm and secure learning environment to best meet the learning needs of all our children.

Whether you are parents new to the school, or already have children here, whether you came to the school as a child yourself, or are new to the area, I hope you find the information in this booklet useful and informative.

As well as containing a lot of factual information, this handbook will tell you a little about the school and its aims.

There may be questions that are not answered in these few pages, so please don't hesitate to ask if there is something you want to know about.

It is our professional aim to provide a high quality education for your child, which is in line with regional and national guidelines. We are all proud of our achievements, attainment and participation of pupils at Leswalt Primary. During their time at Leswalt Primary we hope to offer numerous opportunities for your child to enhance their Broad General Education.

You too, as a parent, have a major part to play in supporting your child's education and, through working in partnership with us, can help ensure that together, we do the very best for your children.

We look forward to working with you and your children and welcoming your family to Leswalt Primary School.

Yours sincerely

Sheila Baillie

Partnership Head Teacher
Leswalt, Portpatrick & Kirkcolm Primary Schools

Authority Aims

Education Priorities and Commitments

Education Services continues to have high expectations and high aspirations for pupils and staff.

We aim to provide a good start in life for all and are committed to giving all our children and young people an equal chance to make the most of their potential.

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

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

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

Our Council's Priorities and Commitments are to:

- 1 Build the local economy;
- 2 Provide the best start in life for all our children;
- 3 Protect our most vulnerable people and
- 4 Be an inclusive Council.

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

Our commitment is to:

Ensure early intervention, to keep our region's most vulnerable children safe.

Invest in creating schools fit for the 21st Century, which are the heart of our communities.

Raise ambition and attainment, to address inequalities.

Support children to be healthy and active.

Leswalt Primary School vision, values and aims

- a) To provide an environment for our pupils, parents and staff, that is caring, secure, well organised, well-resourced and stimulating.
- b) To provide a wide variety of teaching and learning experiences, which meet the individual needs of all of our pupils.
- c) To foster skills and attitudes, that will prepare our pupils for life in the local and wider community

Leswalt Primary Ethos

At Leswalt Primary our vision is for the school to be one which is continually developing and is at the heart of the local community. At Leswalt everyone is encouraged to give their best and to be proud of their own and each other's achievements.

Leswalt Primary has encapsulated this in their positive code of conduct; The 3 B's-

- * Be considerate of others, feelings and property
- * Be honest, polite and patient
- * Be the best you can!

This vision was developed after consultation with pupils, parents and staff in 2010. The vision is truly personal to Leswalt Primary as the 3B's relate directly to the 3 Mrs B's (Baillie, Buchanan and Bathgate) who were the core teaching staff at school, at that time.

Underpinning the vision of Leswalt Primary school is that of a true **community school**.

Leswalt Primary is both the physical and emotional heart of the village to pupils, parents and staff.

The ethos, team spirit, interaction and personal approach to education fosters a real ownership and pride in the school which is further extended with the Headteacher being both a parent and member of the local community.

Leswalt Primary School

Leswalt

STRANRAER

DG9 0LJ

Tel: 01776 870289 (Office hours 8.30 am – 3.30 pm)
e-mail: gw08officeleswalt@ea.dumgal.sch.uk
<https://blogs.glowscotland.org.uk/dg/LeswaltPrimarySchool/>



Headteacher - Mrs Sheila Baillie. Email gw09bailliesheila3@ea.dumgal.sch.uk

Parent Council Chairperson – Mrs Louise Jamieson

Roll of School – currently 45. Non Gaelic teaching and non-denominational. Leswalt Primary School does not currently offer pre-school or Gaelic educational provision.

Teaching staff

Principal teacher	Shona McHarg
P1-3 Class teacher	Hayley McKnight/Catherine Copeland
P4-7 Principal/Class teacher	Anne Ferguson
Additional support for Learning	Susan Archibald

Non- Teaching Staff

Clerical Assistant	Christine Dinsmore
Learning Assistant	Patricia Smith
Janitor/Playground	Douglas Brawls
School meals	Patricia O'Farrell
School Cleaner	Linda McCreadie

Visiting Teachers

Art	Catherine Copeland
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Terms and holidays 2018 – 2019

Term 1

INSET Friday 17 & Monday 20 August 2018

***Pupils return* Tuesday 21 August - Friday 12 October 2018**

Autumn Holiday

Monday 15 October - Friday 26 October 2018

Term 2

***Pupils return* Monday 29 October – Friday 21 December 2018**

Christmas Holiday

Monday 24 December 2018 – Friday 4 January 2019

Term 3

***Pupils return* Monday 7 January – Friday 12 April 2019**

INSET Thursday 21 & Friday 22 February 2019

INSET Monday 15 April

Spring Holiday

Tuesday 16 April – Monday 29 April 2019 (inclusive)

Term 4

***Pupils return* Tuesday 30 April – Friday 28 June 2019**

May Day Holiday

Monday 6 May 2019

Summer Holiday

Monday 1 July – Friday 16 August 2019

Terms and holidays 2019 – 2020

Term 1

INSET Monday 19 & Tuesday 20 August 2019

Pupils return Wednesday 21 August - Friday 11 October 2019

Autumn Holiday

Monday 14 October - Friday 25 October 2019

Term 2

Pupils return Monday 28 October – Friday 20 December 2019

Christmas Holiday

Monday 23 December 2019 – Friday 3 January 2020

Term 3

Pupils return Monday 6 January – Friday 3 April 2020

Mid-term holiday Monday 17 – Wednesday 19 February 2020

INSET Thursday 20 & Friday 21 February 2020

Spring Holiday

Monday 6 April – Friday 17 April 2019

Term 4

Pupils return Monday 20 April – Thursday 2 July 2020

May Day Holiday

Monday 4 May 2020

Summer Holiday

Friday 3 July – Monday 17 August 2020

Further School Term dates can be found at <http://www.dumgal.gov.uk/article/15239/School-term-and-holiday-dates>.

School Term dates have been agreed to August 2022. Process to review will start in March 2021 for 2022-2025.

Contact Us

Good communication between home and school is essential. Children achieve more when schools and parents work together in partnerships. We communicate through weekly newsletters, emails and homework diaries. We would encourage you to get in touch if you have any questions or concerns so that the issue can be dealt.

You are welcome to visit the school at any time. We operate an open door policy where we encourage a strong link between home and school. Teachers will always be pleased to meet you, to discuss any aspects of the school's work.

However, because we are a small school, and all teachers (including the Headteacher) can be busy teaching, it is helpful if you can visit before or after school, rather than in teaching time. Teachers cannot speak to you during times when they are in contact with, or are responsible for, pupils. If you want to discuss something privately and in greater depth, it is preferable to make an appointment so that a time and room can be made available.

It is the policy of the school to be as open as possible about the work we are doing. School has changed a lot over the last few years or so, and what your children do in school now is different in many ways to what even the youngest of our parents will have experienced. Periodically, there will be opportunities for parents to join a class for part of a day, to see the school in full operation. This gives you a chance to see for yourself a bit more of what your child experiences at school, and is a valuable insight into primary education today.

If you have concerns

If you have any concerns, you may wish to raise them with the class teacher or the Headteacher. Through communication with the school we hope to work together to alleviate any issues.

You can contact Mrs Baillie either by telephone, by e-mail or by arranging a meeting.

Remember you can also access Dumfries & Galloway Have Your Say at <http://www.dumgal.gov.uk/article/17349/Have-your-say>

If you have a complaint

Normally issues arising at a school level should be brought to the attention of the class teacher and senior school staff, such as Head or Depute Headteachers as appropriate. Complaints received directly by Education Services will, where possible, be dealt with at as local a level as possible, i.e. at individual school level.

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>. Further support and advice can be provided to individual complainants through contacting either the complaints handler within Education Services or to the Council's Corporate Complaints Unit.

How the School Works?

Enrolment

Infant (P1) beginners are usually enrolled on two days during January each year. Entry to P1 is for children whose 4th birthday falls between 1st March and 28th February that year. Parents are requested to visit their local catchment school, to fill in the appropriate forms, even if this is not the school of their choice. Enrolment dates are advertised in the local press. Other children may be enrolled at any time.

New entrant children are invited to formally visit the school in June, prior to starting school. We also offer a series of informal drop in sessions for all new enrolments in the summer term prior to starting. We are very conscious of the importance of links between home and school in education and would like to establish good communications at the earliest stages. We try to achieve this by inviting all parents of new entrants in to meet staff and find out more about how and what the children will be learning.

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



Moving from Nursery –

Leswalt Primary does not have a pre-school nursery. Our 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.

From enrolment, parents of prospective Leswalt Primary school are looped into our weekly communication and have the opportunity to come along and join in many whole school events. From Easter we also offer informal weekly sessions when Nursery pupils who will be attending the school can come and meet each other as well as staff and pupils in school. In June, Nursery pupils are invited into Leswalt Primary for 2 half days.

We feel that it is important to build your child's confidence in the school and allow them to meet the other children that will be in their multi composite class on entry to P1. It also allows you as their parents to ask any questions and meet the staff within the school.

School Day

Start time	9.00 am
Morning interval	10.30 – 10.45 am
Lunch	12.30 – 1.15 pm
Close	3.00 pm

School Uniform/Dress Policy

Uniform is worn by all pupils regularly and is positively encouraged. We feel that it helps foster a feeling of community and is a practical and cost effective way of equipping pupils with suitable clothing for school.

We organise the purchase of sweatshirts, polo shirts, T-shirts, fleeces and school jackets usually in the Summer Term. At other times of the year there are usually some available in school, please ask. We would ask that parents put names on all items of school clothing otherwise it is almost impossible to track down lost items!

Leswalt Primary School Uniform is a red sweatshirt with the school badge, black or white polo shirt and either grey or black trousers, skirt or shorts.

For PE we ask that the children bring a change of kit including t-shirt and shorts. If we are going outside for a sport like rugby in the colder weather we ask that children come suitably prepared with tracksuit trousers.

Parents are requested to provide their children with indoor footwear for use within the school building, particularly in the winter and for use during wet weather. This will help ensure that carpets, etc. remain in good condition for as long as possible. It also helps prevent accidents with drawing pins, staples, etc. and ensures the children have something on their feet if there is a fire drill or emergency.

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

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

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

Parents in receipt of a grant for footwear and clothing from the authority will be encouraged to purchase items which are in accordance with the school dress code. The award of clothing grants is to assist with the cost of school clothing for families who are on a qualifying benefit or on low income. The current award is £100 per child. Guidance and more information is available at

<http://www.dumgal.gov.uk/article/15246/School-clothing-grants>

School Meals

Leswalt Primary meals are cooked daily at Sheuchan Primary and served from our own kitchen area. School dinners currently cost £1.85 a day, and are payable weekly on a Monday. As well as offering a hot meal every day there are also options such as baked potatoes, rolls wraps and sandwiches. The menus work on a three week rolling programme with a variety of different choices available.

For the past 10 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", meaning they create a balanced nutritious menu over any one week.

By following these guidelines, Facilities Management - Catering Services:

- 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

The naturally D&G brand promoted by Facilities Management ensures that:

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

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.

In addition to the menus handed out in school, Facilities Management – Catering Services has a naturally D&G website <http://www.dumfriesandgalloway.scottishschoolmeals.co.uk/> that provides supplementary information.

Special Dietary Requirements

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

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

Free school meals are provided for all pupils in Primary 1, 2 and 3. Younger pupils at nursery or older pupils at primary and secondary school may also be eligible for free school meals in certain situations as well as those families on qualifying benefits.

Free school meals can lead to a large saving each year. Nursery and primary school pupils can save £351 and secondary pupils can save £370. You'll also be helping your child's school if you qualify for free school meals. Some Scottish Government funding provided directly to schools is linked to the numbers of pupils who are entitled to free school meals.

For more information visit <http://www.dumgal.gov.uk/schoolmeals>

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.

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

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. Your child is not entitled to transport if they attend an alternative school by parental choice. It is then the responsibility of the parent/guardian to organise transport to the school. If school bus passes are required these are issued at school.

A new Act on the use of seat belts on school transport (Scotland) 2017 is now in force. The purpose of this Act is to improve road safety for school children by imposing a duty upon school authorities to ensure that each motor vehicle which the authority provides or arranges to be provided for a dedicated school transport service has a seat belt fitted to each passenger seat, ie, one seat belt per pupil. See seat belts on school transport <https://transport.gov.scot/media/42287/seat-belts-on-school-transport-scotland-act-2017-guidance.pdf>. For the purposes of the Act, two kinds of transport service are dedicated school transport services, namely a "home-to-school transport service" and a "school trip transport service". Schools should note however that registered local bus services, even if used for the transport of pupils, are excluded.

A guide for parents on School Transport is being updated and will be available within the school year <http://www.dumgal.gov.uk/article/15245/Free-school-transport>

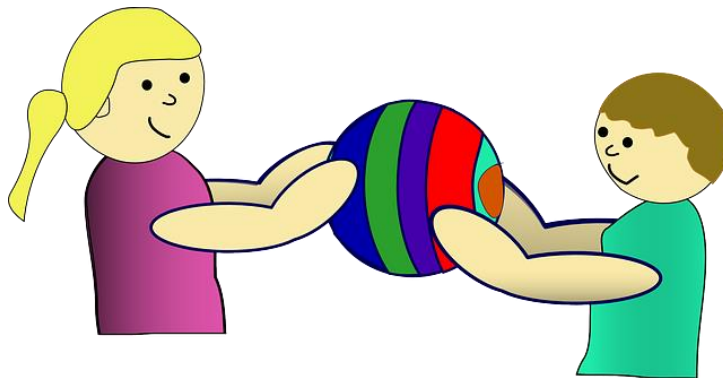
Class organisation

Being a small school, our pupils are split between 2 classrooms. The maximum number of pupils for such a composite class is 25. Currently our classes are organised as Primary 1-3 and Primary 4-7.

The children work both individually, in groups and as a class. Each child is taught at the level appropriate for their needs and they are both supported and challenged as appropriate.

Periodically, pupils may go to work in different classrooms. This may be determined by resources (e.g. ICT), by age or by ability. We are fortunate enough to be able to work flexibly within school as needs

and the situation dictates. At Leswalt we also make best use of general areas such as the hall and portacabin. Both these areas are used on a regular basis by groups of children.



Playground Supervision

While out in the playground we do hope to give the pupils a degree of independence and responsibility. At a small school we feel there is a great sense of community, and this extends to the playground where pupils of all ages and stages will mix together socially. Pupils organise and maintain their own stock of playground toys.

Pupils are very caring towards each other and, pupils help staff in referring any incidents or accidents which they feel should be noted.

Throughout the school week different members of staff will be in the playground as well. Our Janitor is timetabled to be in the playground. Visiting students also pop out and about to reinforce safety, security and have a chat with pupils as they play.

When it is wet children should come to the main school entrance in the morning from 8:45 am and then go to their classroom rather than walking all the way round the back of the school. At these times staff and older pupils help monitor classes.

Pupils organise and maintain their own stock of playground toys.

Positive Behaviour

In order to ensure an appropriate setting and working environment for learning to take place effectively, everyone in school has a right to expect high standards of behaviour on the part of pupils, in co-operation with parents and all staff.

By working together to a set of clearly defined objectives and agreed standards of behaviour, we can collectively help ensure that we provide a safe, secure and relaxed environment for all our pupils, parents and staff.

Guidelines for staff, pupils and parents on developing positive relationships in schools are based on the philosophical framework from Getting it Right for Every Child that children and young people have a right to be: safe, healthy, active, nurtured, achieving, respected and responsible and included (SHANARRI). These Guidelines also support 'A Curriculum for Excellence', which provides a framework to support the Scottish Government aspiration that every young person should be a successful learner, a confident individual, a responsible citizen and an effective contributor to society and at work.

The main essence of school policy on positive behaviour and discipline is that we should all be able to expect that everyone in school conduct themselves in a manner that allows everyone else to go about their daily tasks without disruption or conflict.

The school expects that pupils conduct themselves in a manner that is appropriate to maintaining high standards of behaviour and good order throughout school. This is equally important in the classroom, in the playground, in the dinner hall and out of school on school related visits or trips.

It is expected that parents will support the positive behaviour strategies of the school. We would hope that parents would take an active role in ensuring that their children are well behaved, and will support and endorse school policy in a positive manner in discussion with their children.

At Leswalt Primary we have our school specific code of conduct – the 3 B's



Be considerate of others, feelings and property



Be honest, polite and patient



Be the best you can!

This vision was developed after consultation with pupils, parents and staff in. The vision is truly personal to Leswalt Primary as the 3B's relate directly to the 3 Mrs B's (Baillie, Buchanan and Bathgate) who were the core teaching staff at school, at that time.

Celebrating success



At Leswalt there are many different mechanisms in place for us to celebrate the success of pupils – both school based and wider achievement.

In the hall we have our “proud wall”. Any pupil who achieves something of merit is honoured by being displayed for all to see. Achievements may include teamwork, hobbies or pastimes, success at clubs and competition winners.

On our “Press Wall” we display any newspaper cuttings which are shared in the wider community, reflecting achievements of pupils at school.

At our weekly assemblies we regularly celebrate success in school. We share learning and recent events as well as rewarding success in Accelerated reading, Rainbow spelling, Rainbow tables, behaviour and attendance. Certificates are awarded for all of these.

At the end of term celebration and achievement ceremony in June we formally recognise achievement throughout the session across the curriculum.

All of the above mechanisms for celebrating success are recorded in individual pupil scrapbooks “What have I done today to make me feel proud”. This serves as a record of achievements throughout their time at Leswalt Primary.

Relationship between pupil and teacher is similar to that between a child and his/her own parents, with mutual consideration, tolerance and respect paramount. This leads to the healthy development of self-discipline in the child. Within the school there is an informal atmosphere of good discipline that derives from this principle.

If children misbehave they can expect a more formal type of discipline. This can include one or more of the following; a look, work, talking to, isolation in class or privileges removed.

The parents of persistent defaulters will be informed by the Head Teacher and asked for their co-operation to solve this behavioural problem. In extreme cases, exclusion would be considered.



The Curriculum

Curriculum for Excellence

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

How does Curriculum for Excellence work?

Curriculum for Excellence includes four contexts for learning:

- Curriculum areas and subjects
- Interdisciplinary learning
- Ethos and life of the school
- Opportunities for personal achievement

Curriculum levels and stages:

- The curriculum has two stages: the broad general education (from the early years to the end of S3) and the senior phase (S4 to S6).
- The broad general education has five levels (early, first, second, third and fourth). The senior phase is designed to build on the experiences and outcomes of the broad general education, and to allow young people to take qualifications and courses that suit their abilities and interests

Broad General Education Children and young people work their way through Experiences and Outcomes in each of the five Curriculum Levels (Early, First, Second, Third, Fourth) and in each of the eight Curricular Areas. The five Curricular Levels span pre-school to the end of S3. This is the Broad General Education. Pupils progress at their own pace, working through the Experiences and Outcomes of the most appropriate level for them. Pupils will be supported in collecting evidence of their achievements, with a profile of these being produced in P7 and S3.

Experiences and Outcomes are what the learner will be able to explain or do. There are detailed Experiences and Outcomes for all subjects available on the Education Scotland website; teachers work to deliver these, and the progress of learners is measured in the achievement of Outcomes. Reporting to parents is likely to include information about children's Experiences and Outcomes and about the Levels at which they are working.

Senior Phase learners work towards qualifications in the Senior Phase. Available qualifications and awards include National 1, National 2, National 3, National 4, National 5, Higher, Advanced Higher, Skills for Work, Progression Awards. Learners may also gain awards such as the John Muir Award, the Duke of Edinburgh Award and Youth Achievement Awards. When young people leave school aged 16+, they are entitled to a positive and sustained destination. This may be college, university, work, apprenticeships or training.

Subject Information

How is the Curriculum Organised?

There are **8 curricular areas** within Curriculum for Excellence. All subjects will be focused on at some point within each educational year. At times subjects shall be taught on a stand alone basis to build on core skills i.e. spelling. However different curricular aspects will often be focused on in one lesson to allow youngsters to make **cross curricular links** with their learning and **apply different skills in a variety of situations**.

Methods of teaching include a combination of individual, group and/or class styles as found appropriate by teaching staff.

Active learning is encouraged as part of a Curriculum for Excellence guidelines. Outside influences such as the use of **school grounds, local area and the opportunities to have appropriate field trips and excursions** all aid learning to take place and enhance youngsters learning and teaching experiences.

Literacy is the set of skills which allows an individual to engage fully in society and in learning, through the different forms of language, and the range of texts, which society values and finds useful.

The three organisers within the literacy framework are:-

1. Listening and talking
2. Reading
3. Writing.

Within these organisers there are a number of sub-divisions;

Enjoyment and choice experiences and outcomes highlight the importance of providing opportunities for young people to make increasingly sophisticated choices. The **tools** sections include important skills and knowledge: for example, in reading it includes such important matters as reading strategies and spelling.

The sections on **finding and using information** include, in reading, critical literacy skills; while the **understanding, analysing and evaluating** statements encourage progression in understanding of texts, developing not only literal understanding but also the higher order skills.

Finally, the **creating texts** experiences and outcomes describe the kind of opportunities which will help children and young people to develop their ability to communicate effectively, for example, by writing clear, well-structured explanations.

Competence and confidence in literacy, including competence in grammar, spelling and the spoken word, are essential for progress in all areas of the curriculum. Because of this, all teachers have responsibility for promoting language and literacy development. Every teacher in each area of the curriculum needs to find opportunities to encourage young people to explain their thinking, debate their ideas and read and write at a level which will help them to develop their language skills further.

LISTENING AND TALKING

Oral language is the basic form of communication when a child enters school. The continuation and development of this language is fundamental to the child's development in all areas of the curriculum.

Oral skills are developed through a range of activities including active learning, role-playing, discussion, informal play, drama and interviewing.

Opportunities are always available for children to listen to invited speakers, teachers, each other and recordings, e.g. in their reading/language scheme. Televisions/videos, DVDs and computers are also used appropriately within this area of the curriculum. On occasions music may be played quietly in the background if this was felt appropriate and useful.

The assessment of listening and talking is ongoing and is an integral part of the curriculum.

If any child has a problem with oral communication/speech then the school, with the permission of the parent/guardian, has a policy of having such children assessed by Speech and Language Therapists.

READING

A great emphasis is placed on the pupil's comprehension of the text, not just the ability to read passages.

The school has an extensive library and utilises the Accelerated Reading system. This system directs children to books suitable for their reading ability and provides motivation and assessment.

Further information on Accelerated Reading can be found here; <http://www.renlearn.co.uk/accelerated-reader/>

WRITING

There are several stages in training children to express themselves appropriately in written language. The variety of language a child experiences through conversation, discussion and listening will greatly influence his/her vocabulary and comprehension, as well as the ability to express themselves more fully and to appreciate good use of the English language.

Children receive a variety of tasks to improve their writing skills. These include reporting, factual description, recording facts, creative writing, poetry and personal writing. The development of good spelling, handwriting and punctuation is encouraged, at all times, throughout school.

In our school, there are certain key programmes of work. Our P1/2 pupils follow the Jolly Phonics spelling scheme. Pupils from P1-7 engage with the Jolly Grammar programme.

Youngsters are assessed informally and formally throughout their school career at Kirkcolm Primary to ensure that their pace and challenge of learning is appropriate for their individual needs.

NUMERACY AND MATHEMATICS

Mathematics is the study of the properties, relationships and patterns in number and shape, and the application of this knowledge to analyse, interpret, simplify and solve problems.

It is a rich and stimulating subject with the capacity to engage and fascinate learners of all ages, interests and abilities. Learning mathematics develops logical reasoning, analysis, problem-solving skills and the ability to think in abstract ways, as well as offering opportunities for creativity. It is a universal language of numbers and symbols which allows us to communicate ideas in a concise, unambiguous and rigorous way.

Mathematics is important in everyday life, allowing us to make sense of the world around us. It gives us confidence in dealing with number and in understanding shape, position and movement. It enables us to think abstractly, model real-life situations and make generalisations, and equips us with the skills we need to interpret and analyse information, assess risk and make informed decisions. Mathematics can enable us to contribute effectively in the workplace and gives us the capacity to be both creative and logical while enjoying the challenge of solving problems, tackling puzzles or playing games. It has the ability to fascinate and stimulate and is as important to adult learners as it is to children and young learners.

Mathematics plays an important role in other areas, such as science or technologies, and is vital to research and development in fields such as engineering, computer science, medicine and finance. Learning mathematics gives pupils access to the wider curriculum and the opportunity to pursue further studies and interests.

To face the challenges of the 21st Century, each young person needs to have confidence in using mathematical skills, and Scotland needs both specialist mathematicians and a highly numerate population.

The mathematics outcomes are designed to stimulate children's interest and promote creativity and innovation through:

- planned active learning with opportunities to observe, explore, investigate, experiment and play
- development of problem-solving capabilities
- development of mathematical thinking skills
- use of relevant contexts, familiar to young people's experiences
- appropriate, effective use of technology
- building on the principles of Assessment is for Learning
- collaborative and independent learning
- making links across the curriculum
- increased opportunities for discussion, communication and explanation of thinking.
-

Using a wide range of meaningful experiences encourages mathematical development. Essential skills are practised and basic facts are taught at all stages. The three attainment outcomes and experiences referred to in 3-18 Curriculum for Excellence are:

- **Information handling**
- **Shape, position and movement**
- **Number, money and measurement**

Children follow a programme of study relevant to their own numeric development. Great emphasis is placed on active learning strategies during numeracy sessions. The use of mini whiteboards, Promethean smart boards and interactive software such as Education City form an integral part of these lessons. A variety of learning resources are used to consolidate the skill and concept development being focused on. These range from interactive software such as "Education City" to core scheme textbooks such as Teejay and Scottish Heinemann Mathematics.

SOCIAL STUDIES

Through social studies, children and young people develop their understanding of the world by learning about other people and their values, in different times, places and circumstances, and how their environment has been shaped. As they mature, children and young people's experiences can be broadened using Scottish, British, European and wider contexts for learning, yet maintaining a focus on the historical, social, geographic, economic and political changes that have shaped Scotland. Children and young people learn about human achievements and how to make sense of changes in society, conflicts and environmental issues. With greater understanding comes the opportunity to influence events by exercising informed and responsible citizenship.

Children and young people participating in experiences and outcomes in social studies will:

- develop an understanding of how Scotland has developed as a nation, resulting in an appreciation of their local and national heritage within the global community
- 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
- 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 afield
- engage in entrepreneurial activities which stimulate an enterprising attitude
- develop an understanding of concepts that stimulate enterprise and influence business
- establish firm foundations for lifelong learning and for further specialised study and careers.

In social studies, effective learning and teaching will draw upon a variety of approaches including:

- planned active learning with opportunities to observe, explore, experiment and play
- use of relevant contexts, familiar to children and young people's experiences
- appropriate and effective use of technology
- building on the principles of Assessment is for Learning
- collaborative and independent learning
- discussion and debate
- interdisciplinary learning experiences
- learning outdoors, field trips, visits and external contributors

SCIENCES

Science is an important part of our heritage and its applications are part of our everyday lives at work, at leisure or in the home. Through science, children and young people develop their interest in, and understanding of, the living, material and physical world. They can engage in a wide range of collaborative investigative tasks, which allows them to develop important skills to become creating and enterprising adults in a world where the skills and knowledge of science are needed across all sectors of the economy.

The science curriculum has to meet some very significant challenges. Each young person must develop a secure understanding of important scientific concepts. Their experience of science in school should kindle a lifelong interest in science.

Learning in the sciences will enable 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 actions to control risk and hazards
- recognise the impact the sciences make on their lives, 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.

Although the content of the curriculum is important, these aspirations can only be achieved through high quality learning and teaching. The science outcomes are designed to stimulate children's interest and motivation, and to support staff in planning challenging, engaging and enjoyable learning and teaching activities.

Effective learning and teaching in science depends upon the skilful use of varied approaches, including:

- active learning and planned, purposeful play
- development of problem solving skills
- development of scientific enquiry and thinking skills
- use of relevant contexts, familiar to young people's experiences
- appropriate and effective use of technology
- building on the principles of Assessment is for Learning
- collaborative and independent thinking
- more emphasis on children explaining their understanding of concepts, informed discussion and communication.

We have a structured, ordered and balanced approach to the teaching of science and it is embedded in a cross curricular way, which ensures that there is a breadth of subject, providing progression from P1 to P7.

PHYSICAL EDUCATION

The school offers 2 hours of PE per week as per Scottish Government guidelines. Opportunities will be provided for non-swimming children to participate in swimming lessons at the Ryan Centre in Stranraer.

Active Sports is also offered to pupils. They can comprise of hockey, football, potted sports, tri golf, orienteering, mountain biking and various other activities as found appropriate.

Extracurricular clubs for netball and football compliment this and take place on a weekly basis.

Pupils in the upper primaries are regularly offered the opportunity to participate in residential outdoor educational visits at Carlingwark and Lockerbie Manor.

EXPRESSIVE ARTS

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

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

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

The areas covered by Expressive Arts are:-

- Art & Design
- Dance
- Drama
- Music

MUSIC

Music is an integral part of school life, and many varied opportunities are available for participating in all types of activities. Children will experience the use of tuned and untuned percussion. Singing both in the weekly assembly and learning songs is part of the ongoing musical development in the school. Each year it is hoped that a whole school production will be attempted, involving a combination of music and drama. The school has an extensive range of tuned and untuned instruments.

Each year some pupils will have an opportunity to learn a musical instrument from an instructor based at Stranraer Academy. It is the responsibility of parents to transport their children to and from that school. Instruments may be hired or leased, depending on their availability and the wishes of the parents. Each year the school has the opportunity to participate in the local music festival. In Leswalt school we make use of "Charanga" as a base for music lessons.

ART AND DESIGN

The day to day teaching of the class covers this subject extensively. The children experience many different media, including paint, pencils, crayons, felt tips, charcoal, tissue paper, printing, marbling, card collage and modelling. Art activities are an integral part of Social Studies. A specialist visits the school weekly for a 90 minute session. The sessions are divided among the classes on a termly basis.

RELIGIOUS AND MORAL EDUCATION

Learning through religious and moral education enables children 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 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 beliefs and values into action
- establish a firm foundation for lifelong learning, further learning and adult life.

At Leswalt we look at the six key religions each year: Christianity, Buddhism, Islam, Judaism, Hinduism and Sikhism. We look at the key components of each religion in a three year rolling programme. In year one we look at beliefs, in year two values and issues and in year three the focus is on practices and traditions.

A school assembly is held weekly, where both religious and moral topics are discussed with the children. The school minister, when available, visits on a regular basis, and is available, on request, to work with individual classes.

In order to provide a sense of tradition and occasion we celebrate a variety of festivals. Twice per year at Christmas and Easter we visit Leswalt Parish Church for a school service.

Parents have a right to withdraw their children from religious education and from religious observance. The school will strive, when possible, to make alternative arrangements in such situations.

Many religious and moral education issues arise in other curricular areas, and are discussed, in a natural fashion, as and when appropriate.

HEALTH & WELLBEING EDUCATION

The aims of health and wellbeing

The main purpose of health and wellbeing is to develop the knowledge and understanding, skills, capabilities and attributes necessary for mental, emotional, social and physical wellbeing now and in the future. The rationale behind this is that learning through health and wellbeing enables children and young people to:

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

The school takes a holistic approach to promoting health and wellbeing, one that takes account of the stage of growth, development and maturity of each individual, and the social and community context.

Health & Wellbeing is structured under the following headings

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

Assessment

Assessment is the word used to describe all the things which schools do to see how your child is getting on, what they are learning and what they know and understand. It is important to know how each child is getting on so that schools can make sure that each child is progressing and developing according to their abilities. Assessment happens all the time in schools and your child's progress will not just be based on 'tests' but also on how they learn both in class and in other settings. Written work will be used to assess your child but so will their ability to take part in class discussions, make presentations, be in a production or team, produce drawings or projects etc. Parents will be involved both informally in discussions with teachers, looking at their child's work and also formally through learning conversations

Wider Achievement and Participation

Extra Curricular Activities

At Leswalt we aim to offer a range of extra curricular clubs, across all stages. In the past few years we have offered football, netball, tri golf, tennis, guitar, Scrabble and computer clubs to name but a few. Clubs have been taken by school staff, parents, Active Schools co-ordinators, and Ryan Centre staff. In past years we have been able to offer clubs which were run and organised by former pupils who were undertaking the Duke of Edinburgh award scheme at Stranraer Academy

Pupil Council

The pupil council at Leswalt Primary has one pupil from each year group in it. The pupil council meet on a termly basis.

The pupil council is one method of pupil voice at Leswalt. The Pupil Council is a forum for discussing ideas and concerns and giving a pupil voice in the development of the school. In the past the pupil council has helped inform spending, assisted in road safety and health and safety issues, helped in playground development and provided useful communication re learning and teaching.

Minutes are recorded and displayed on the school notice board and distributed to parents for information.



School Trips

Where appropriate, educational visits are organised to provide a meaningful context for the work the children will do. Often, this kind of 'hands on' learning experience results in a great deal of interest, which can enhance the quality of work produced throughout the entire project.

Where possible, such trips are funded by the school from its own budget. In these days of spiralling costs however, there will inevitably be occasions when a trip can only proceed with financial support from parents. Under such circumstances, a charge will be levied. Should such charges cause any hardship, please let us know.

As part of the older pupils' personal and social development, we like to offer pupils the chance to participate in Outdoor Education visits involving an overnight stay when these opportunities become available.



In the past, these trips have been highly valued by both pupils and parents and offer a chance to take the first few tentative steps towards greater independence.

By going on trips and receiving visitors we hope to widen the range of experiences of the children and provide a meaningful and motivating context for their learning as well as increasing opportunities for additional personal and social development.

At Leswalt we pride ourselves in providing a wide variety of experiences for pupils. We are regularly out and about in the local community and further afield. In recent years we have been to the theatre in both Glasgow and Edinburgh, the Royal Highland show, Edinburgh Zoo as well as residential visits to Carlingwark, Stronord and Lockerbie manor.

The Community

We also try, where possible, to involve members of the community in our work. Visitors to school who can offer some insight into our themes, or who have special skills they are willing to share, are always welcome. Theatre groups or musicians are also invited to school or we travel to nearby schools to share in performances.

We have regular visits to School Assemblies from the local Minister the Rev. Claire Burl.

We have also formed many productive partnerships with members of the local community including Aldouran Wetland gardens, the Thursday club, Brownies and Rainbows, Leswalt Stores, Wetland watchers and the community association. Gillian Murdoch from Leswalt Stores is a member of our Parent Council. The school has been involved in events such as the annual flower show, Remembrance Day at church, bulb planting at Aldouran Wetlands and a village litter pick.

We also like to invite the community of Leswalt into school. Fundraising events such as bingo and cream teas are advertised locally. We also hold open afternoons and assemblies in which friends and family can come along and see what we are doing. Our bi-annual Christmas concert is held in the village hall and has become an important part of the Christmas build up in the community.

Potential school users can apply for a school let at www.dumgal.gov.uk/schoollets

Developing the young work force

Eco Schools

Mrs McHarg is the Eco Schools co-ordinator. In the 2018/2019 session, she will chair termly meetings which will consist of one representative from each year group and we are currently working towards Eco-schools accreditation.

Our Eco-School Committee will focus on environmental issues and developments as well as Health and Well Being activities;

- Improving our school environment
- Reducing litter and waste
- Reducing energy and water use
- Looking at other ways of travelling to and from school.
- Promoting healthy lifestyles.
- Encouraging active citizenship.



We have a Rag bag textile recycling bank in the school playground which is part of our Eco Schools work. This also generates additional funds for the school. All clothing deposited is taken away for recycling and the school is paid according to the weight uplifted.

Skills for Life, Learning and work

At school we have a number of initiatives to try and promote skills for life, learning and work. This includes:

- Careers in our Community
- Links with local businesses
- STAR awards targets linked to 'my World of work' website
- Focus weeks such as Maths/Science week
- The job application process for monitor and pupil voice roles

Home / School Partnership / Parental Involvement and Engagement

Parent Council

Leswalt Parent Council extends a welcome to all parents at the school. They meet once a term in school and the Headteacher extends an invite to all interested parents to these meetings. There is also a closed Facebook group, exclusive to parents of the school, which is an additional method of communication and parental involvement.

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

Parents can go to <http://www.dumgal.gov.uk/article/17608/Parental-Involvement> for further information on Parental Involvement and Engagement and support information for Parent Councils. In addition, ALL parent Councils in Dumfries and Galloway have membership to CONNECT (formally SPTC). Membership includes Insurance cover and training opportunities. For more information visit <https://connect.scot/>

Current Parent Council members

Chair Mrs Louise Jamieson,
 Vice Chair - Mrs Linzi Mc Hallum
 Treasurer , - Mrs Gillian Williams,
 Clerk - Mrs Gael Gaw,

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

Communicating with Home-

At Leswalt Primary we recognise the importance of good communication between ourselves and parents. School life is extremely busy and changes and developments take place on a day to day basis. We also strive to ensure that parents have a good understanding as to what their children are learning at school. This allows parents to contribute towards their child's understanding of the curriculum.

Much of the communication from Leswalt School is sent to parents via email. Every Friday a newsletter is sent out. Every month a calendar of events is issued. Every term a curricular sheet is issued detailing the planned learning for both classrooms.

Paper copies of communication are available for all parents, if requested. Paper copies of calendars etc are also sent as back up to all pupils. We do find that parents like the emails as that way no letters are lost in school bags or left in drawers at school.

Learning conversations happen in school throughout the year. Parents are invited in to see pupil's work and engage in conversation with staff and pupils re achievements and next steps in learning.

More general Parental Involvement information can be found at <http://www.dumgal.gov.uk/article/17608/Parental-Involvement>

Attendance

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

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. School will contact you in writing with any concerns.
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 is informed before 1.15 pm if a child was not returning to school after lunch because 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. Parents should always inform school, in writing, of any such holiday plans.

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

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

Absence from school

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

Homework –

Children who are working hard during their school day do not, as a general rule, need large amounts of extra work at home. Usually, it is enough for their parents to share in what they have been doing in school and to encourage a positive attitude towards the work. However, where children are motivated by topics and ideas encountered in school they often want to pursue investigations further. This is positively encouraged.

A small amount of appropriate, regular homework taking no longer than 15 – 20 minutes in the lower end of the school and 20 – 30 minutes at the upper end, has been shown to have a good effect in consolidating learning and completing tasks ready for a fresh start in school. Such homework usually takes the following form:

P 1

Phonics -

Regular reading – children need to share their reading book (and other books) on a regular, daily basis. This need not exceed 10 minutes a night, but is vitally important.

Number bonds – young children should be encouraged to use numbers in as many contexts as possible. As they learn numbers to 10 and basic addition and subtraction, they should know which numbers 'link together' to make 10, eg 1 and 9, 7 and 3, and so on...

P2-7

Spelling – Our Rainbow spelling scheme aims to develop individual pupils in learning keywords in a progressive manner.

Reading – children need to be encouraged to continue to read regularly and to share their books with parents. Reading aloud to parents should gradually be replaced by discussion about the content of books. Pupils will have both guided reading tasks set by the teacher and their own choice of Accelerated Reading book for them to read for enjoyment.

Tables – we expect all children to learn the tables 2 – 12. We also expect them to increase in accuracy and skill over time. Our Rainbow tables scheme aims to encourage pupils to learn their tables through motivational certificates and celebrating success. Often, they will be given homework, which involves learning or using these tables. Your help in sustaining this over a period of time would be much appreciated, and will help build this vital skill for confident number work in school.

Mental calculation – this is an important area, which parents can help with at home. We encourage children to use and manipulate numbers mentally. This can be as simple as counting out a quantity of something, to helping measure for a new carpet or kitchen. Any opportunities which arise should be encouraged, and will help significantly with both ability and confidence. The importance of developing this particular skill cannot be over emphasised. This links in with our "Big Maths" focus on mental arithmetic.

Individual Topics – from the mid-school upwards, pupils may be asked to complete individual topics throughout the session. This may be in a written format or in the form of a "show and tell" to the class. These topics offer an excellent chance for parents to share in their children's work and we positively encourage parents to help, guide and share in their child's chosen topic. **Homework challenges** for all ages and stages – may be of a cross curricular nature and involve pupils being creative in their thinking.

At the beginning of each new session, all children are issued with a clear plastic zip wallet to hold their reading book and any other items needed for homework. All pupils are also given a homework diary as a method of communication between home and school. Please check and sign this regularly and write in any comments you may have.

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

Assessment is an extremely important aspect of what we do in school. It is through a wide range of assessment opportunities that we get to know your child better. What we call “Formative Assessment” helps us to shape what we teach, how we teach it and how we can best cater for the needs of all our pupils.

The main purpose of assessment in Leswalt Primary is to help improve pupil learning. The more closely we understand the strengths and development needs of individual pupils, the more sophisticated and detailed we can be in our approach to planning the next steps for that pupil.

However, some assessment is designed to be quantitative to help us confirm what we already know, based on the evidence we already have in school. We pass this information on to parents through pupil reports.

Certain year groups in school may be involved in computer assisted assessments. This takes the form of PIPs for Primary 1 pupils and INCAS for older pupils. These assessments adapt to the ability of the child and can provide a very informative snapshot of learning.

There are also Scottish National Standardised Assessments, which pupils at P1, P4 and P7 complete online as standardised assessments in literacy and numeracy and are part of everyday learning and teaching. These assessments help to identify children’s progress, providing diagnostic information to support teachers’ professional judgement and are as inclusive as possible to accommodate the needs of children and young people who require additional support. There is no pass or fail and children and young people do not have to revise or prepare for these assessments.

Learning conversations currently take place 3 times a year. Pupils and parents are invited into school to focus on achievements and next steps in learning. This formal consultation does not mean that you can’t discuss your child’s progress at any other time. We will always be pleased to meet with you and discuss any aspect of your child’s education throughout the year. Experience has taught us that it is often best to discuss any problems or worries you may have sooner rather than later. In this way we can quite often tackle and deal with small problems before they become big problems.

Many changes are taking place within the education system at present and parents sometimes feel they would like to know more about them. Also, in any forward looking school, there are bound to be changes made to the educational provision – new developments and initiatives, new schemes, new resources, new approaches, etc. Usually such changes are discussed at Parent Council meetings (Parent Council meetings are public meetings and you may attend to listen in to what is being said.) There are also times when meetings are organised specifically to share new ideas, developments, approaches and new work. Where changes might only affect a particular group of children, the meeting might take the form of a ‘coffee afternoon’, for an hour after school. At other times we might organise an evening meeting for everybody.

As in most schools, there are also a variety of events during the year, to which parents are cordially invited.

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 link to downloads on ‘Parent zone’.

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

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 .

For local information please visit <http://www.dumgal.gov.uk/schools>

Helping the School –

At Leswalt Primary 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.

Disclosure Scotland or Protection of Vulnerable Groups (PVG) is a Police check referral system that all adults who are working with children in schools must clear, prior to contact with pupils. Every employee working in school must now go through vetting procedures. Volunteers coming into school who have not been vetted will always work with a member of staff present.

There are opportunities for helpers to come and help on trips, classroom activities and annual events. At Leswalt we often ask parents to help supervise pupils of specific year groups when they attend events out with school e.g. when Primary 7 go curling. This support is much appreciated in a small school as the class teacher has responsibility for several year groups,

There is also a very active fundraising group of parents at Leswalt. In the past there have been opportunities to come along and help at events such as Bingo nights, cream teas and bag packing.

We also appreciate any skills parents can share with us at school. We have had groups of Mums coming in to help sew costumes and have also had help developing the walled garden. We also have our "Careers in the Community" initiative in which parents come in on a fortnightly basis to sit in the hot seat and be questioned by pupils on their job, to develop skills for life, learning and work.

Support for All

Pupil Support

Leswalt is a small community where pupils, staff and parents can all work closely together for the benefit of the child. We really get to know all of our pupils as individuals. All staff in the school are ready to listen to any pupil and parent that comes through our doors. We strive to meet the needs of all of our youngsters. Our staff are extremely pro-active in identifying individual needs as and when they arise. Regular discussions take place 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.

Pastoral Care/Anti Bullying

Education Services Respect for All Guidelines (2018) for Schools incorporates revised national anti-bullying guidelines (Scottish Government 2017) that underpins our Schools Policy.

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

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

and

The Equality Act 2010 that places a duty on schools to:

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

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

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

Dumfries and Galloway Council's priorities also place every child's wellbeing at the centre. In schools we do this by adhering to the principles of GIRFEC (see 12.4)

There may be many events in life which require a little extra care of our pupils. 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.

Should we have any concerns about a pupil, we will discuss these with the parents. We may also log concerns on a "pupil chronology", which will allow us to build up a timeline of events.

Any behavioural incidents are also logged by the Head Teacher. These may be communicated to parents, should there be numerous incidents.

More information can be found at <https://respectme.org.uk/adults/bullying-a-guide-for-parents-and-carers/>

Additional Support for Learning

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

- Social or emotional difficulties
- Problems at home
- Being particularly able
- A physical disability
- Moving home frequently
- Behavioural difficulties
- Bullying
- A sensory impairment
- Communication problems
- Being a young carer
- Being a young parent
- Having English as a second language
- A learning disability
- Autism Spectrum Disorder
- Attention Deficit Hyperactivity Disorder
- Health Problems
- Long-term absence
- Dyslexia/Dyscalculia
- Fine or gross motor problems

Leswalt Primary school 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.

In Dumfries and Galloway the aim is 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. 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 <https://www.siaa.org.uk/>; 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/>

Inevitably, there will be children who experience problems with their learning in some aspects of school work or their personal and social development, either of a short-term or a longer-term nature. This can occur for a variety of reasons. We are very sensitive to the needs of individuals at Leswalt School and can offer the very best help to children when particular needs arise.

We currently have Mrs Susan Archibald as an additional support for learning teacher. Mrs Archibald shares her time between Leswalt and Portpatrick Primary Schools and currently visits our school for one day per week for half of each term . Mrs Patricia Smith is our non teaching learning assistant. In the past we have also involved Gary burns, Home link worker.

Through cooperative teaching and Additional Support for learning teaching, children who are identified as needing extra help can receive it, either within the normal classroom, or outside it, depending on what is the most appropriate approach for the individual. When a pupil receives additional support, the work is very natural, blended into on-going classroom work where possible and non-threatening. It is highly targeted, and is designed to develop identified individual needs.

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 on to 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.

A small number of children may 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.

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.

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

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

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

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

The Head Teacher is the Child Protection co-ordinator for Leswalt Primary.

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.

The local authority Educational Psychological Service is an advisory service within Education and Community Services offering support to children, their families and carers, and schools in Dumfries and Galloway. The Service offers advice to, and works together with, parents, teachers and the local authority. Sometimes an educational psychologist may work directly with children / young people;

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

One way in which the Service offers support to schools is by advising and consulting with school staff. This can be about general issues (such as learning and teaching approaches, behavioural matters, etc.) This may also include discussion about named pupils, such as at a School Review Group, when discussing special exam arrangements, or offering advice about Additional Support Needs. In many such cases, no direct work with a child / young person may be necessary.

In cases where the school is seeking direct work with a child or young person, parental discussion and consent will always be sought first.

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.

Supporting Learners Service Early Level Family Support Officers (ELFSO) and Opportunities for All Officers

Early Level Family Support (ELFSO) officers work in the Early Learning and Childcare and Primary Schools as part of the Supporting Learners Service to foster positive and productive links between home, school and community.

Opportunity for All Officers work with children and young people (upper primary and secondary) as part of the Supporting Learners Service to help build positive relationships to reduce levels of exclusion and disengagement to enable pupils to achieve successful outcomes and positive destinations. They also undertake attendance officer duties.

Enrolment in school and moving to Secondary School (Transitions)

Enrolment in School and Catchment Secondary School

The school year starts in August and children enrol in the January before they start.

Children turning 5 before the end of February 2020 will enrol in January 2019 to start school in August 2019. Children born between 1 September and the last day of February can choose to start primary school later. Children born between the first day of March and the last day of August can also apply for deferred entry.

Exact enrolment dates and instructions will be advertised online and in local papers once they're confirmed. Visit <http://www.dumgal.gov.uk/article/15241/School-places> for more information

Transfer from primary to secondary school will be dealt with by direct approach to parents from individual primary schools. 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/index.aspx?articleid=6293>.

Transition Activities

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

- Stranraer Academy arrange 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.
- Our Opportunity for All Officer 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 2 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.

13.3 Skills Development in Scotland in Primary Schools

Skills Development Scotland My World of Work <https://www.myworldofwork.co.uk/>

Through MY WOW, Skills Development Scotland work with children from P5-7 through online resources and support the transition of young people from primary to secondary.

School Improvements

School 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.

Achievements –

In October 2016, Leswalt Primary pupils took part in 'Beat the Street'. This involved children getting active by walking, running, cycling and/or scooting, to collect points at 'Beat boxes' around the streets of Stranraer. Our pupils achieved the highest average points scores out of all the schools in the local area.

In June 2016 our school had a very successful and encouraging inspection visit from Education Scotland.

In 2014, Leswalt Primary 5/7 class celebrated the winning of the annual 'Galloway Music Festival' small schools singing competition.

In 2012, Leswalt Primary was the winner of the National "Big Pedal" competition. This competition involved over 1200 schools across the UK aiming to increase pupil participation in cycling to school. The whole community of Leswalt supported the school in this competition. For



this achievement the school won scooter and bike racks, as well as a trophy. This success was followed by a fundraising sponsored pedal in which the whole school raised over £1200. This money was used to fund playground markings.

The school was subsequently awarded a Cycle friendly school status and was shortlisted as School of the Year 2012 by Cycle Scotland. In November 2012 Leswalt Primary was awarded "Runner up" at an awards ceremony in Edinburgh. In March 2013 Leswalt Primary went on to be Runner up in Scotland for The Big Pedal 2013.

Health and Safety

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. Please remember that if your child stays in more than one home setting contact details should take account of this.

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

In some emergency situations, when the circumstances near the school could endanger the safety of the school community, pupils and staff must stay within the school to be safe. In this instance, Schools follow the 'Education Services Safer Together Inside' guidance and procedures.

Severe Weather and School Closure Arrangements



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

Parents can help the school by planning for any potential school closure by monitoring weather reports and checking on the Council website: <http://www.dumgal.gov.uk/article/15240/Emergency-school-closures>

Health Care (incl. First Aid)

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 Health Care in Schools 3-18 (NHS and Dumfries and Galloway Council) which is available from the school or on the Council website.

In school we have staff with responsibility for first aid identified and appropriately trained – that includes administering first aid, reporting in line with the accident and incident reporting procedures and keeping a record of first aid administered.

Data Protection

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

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

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

Data about the pupils' family will include names, addresses, email, phone number, emergency contact details and family situation. Data held will also include pupil progress, assessments and exam results. It will also include records of attendance, absence and any exclusions. We will hold data about when and where the pupil goes after they leave Early Learning and Childcare Centre (ELCC)/School. This includes information about their next setting, career paths or intended destinations. If your child is accessing school transport and school meals, data will be shared with School Mainstream Transport Team/Contractors and Enterprising DG. When we record and use personal data, we will only collect and use what we need. We will keep it securely, and it will only be accessed by those that have legitimate reason to. We will not keep personal data for longer than is necessary and will follow the Council's Record Retention Schedule and archival procedures.

Sharing Pupil data

If a child/young person moves Early Learning and Childcare Centre (ELCC)/School, we have a legal obligation to pass on information to their new ELCC/School/education authority. Sometimes we also receive information about child/young person from other organisations, such as, NHS, Police Scotland, Social Work, Additional Support Services and sometimes other organisations or groups connected to the pupil's education. We also need to share pupil information with other organisations. Law requires us to pass certain information about our pupils to the Scottish Government and the Council. This data is for statistical purposes.

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

The Council take the security of your data seriously and access to SEEMiS is restricted to approved staff and by username and password only. The Council Data Protection Policies and Procedures make clear that all staff have a responsibility to ensure that they handle personal data appropriately and that suitable organisational security measures are in place. To prevent unauthorised disclosure, hard copies of data are stored securely at your child's nursery or school. The Council need to ensure you and your child's personal data remains accurate, to assist with this, please ensure you keep your nursery and school up-to-date with any changes. For example, if you do not inform the school that you have moved to a new house, this may result in your personal data being sent to an incorrect address. If you would like to access any information we hold, then you can do so under the Pupils' Educational Records (Scotland) Regulations 2003, by making a Request to your child's school in the first instance.

More Information or Concerns

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

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

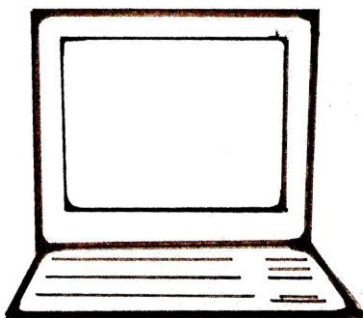
ICT in Schools 2015 / Digital Citizenship, Pupil Safe and Responsible Use of Technology / Mobile Phone Agreement / Digital Images Policy

The Authority has an overall Policy and Procedure for the use and application of ICT in Schools. We recognise that social media and mobile phone technology has potential benefits for learning and teaching. It is unreasonable and impractical to attempt to impose a ban on mobile devices in schools therefore the authority has produced guidelines for Digital Citizenship, Use of Technology, Mobile Phones, Digital Images and Use of Social Media.

Schools take images of pupils for various reasons e.g. ceremonies (recognition of achievement, Prize giving, Sports Day etc.); functions (discos, charity events etc.); curricular activities (performance in sport/dance, field trips etc.); extra-curricular activities (school sports fixtures, school excursions, class outings etc.). Images are also used to create a record of an event to show to participants, other pupils and parents/carers. To do this, photographs are displayed throughout the school; videos and photographs are shown to parents/carers, staff and others; media coverage arranged; prospectuses are published and distributed.

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 about the publication of images of your child, but you can amend your permission at any time by contacting the school office. Please ask at the School Office to see a copy.

Use of the Internet / Social Networking Sites



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

We have a policy for Internet Use and a contract for responsible use, which we ask parents and young people to sign up to;

- 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 external storage equipment (e.g. CDROM, USB pen) 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 / carer has any cause for concern or complaint over Internet use in the school (or at home) then please contact the head teacher as a matter of urgency.

Other Useful Information

Useful Links

Staff, Parents and Pupils can access key Policies for the Authority at <http://www.dumgal.gov.uk/article/16350/Strategies-plans-and-policies>.

Parents can access more information by visiting Dumfries and Galloway Home page and clicking on schools or clicking <http://www.dumgal.gov.uk/schools>. From this one page you can access information on schools, school meals, transport and Parental involvement. We would also suggest that parents are aware of the following local and national websites to support parents/carers and young people on their journey through school life.

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

DGvoice: <http://www.dgvoice.co.uk/index.php/youth>

Cool to talk: <http://www.nhsdg.scot.nhs.uk/News/Cool2talk>

My World of Work: <https://www.myworldofwork.co.uk/>

Youthlink Scotland: www.youthlinkscotland.org

Citizens Advice Dumfries and Galloway: <https://www.cas.org.uk/bureaux/dumfries-and-galloway-citizens-advice-service-dagcas>

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

Community & Commissioning Team (formerly Pupil / Parent Support Unit)

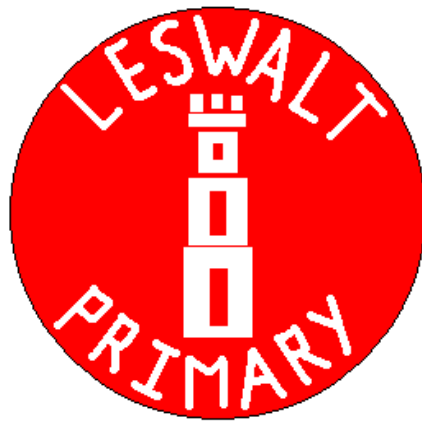
The Community & Commissioning Team is there to help parents and pupils and can be contacted on 030 33 33 3000 regarding any aspect of Free School Meals/Clothing Grants, Education Maintenance Allowance, School Transport, Home Education, Parent Council administration, school transfers and enrolment, school catchment areas, performance licences, insurance matters and financial support for those pupils entering higher education.

Policies

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

- Acceptable Use of Dumfries and Galloway Council's ICT Facilities In Schools (2009)
- Attendance at School Policy (2012)
- 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)
- Health Care in Schools 3-18 (2013)
- 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 .



We hope the handbook has helped form a picture of life at Leswalt Primary

Please do not hesitate to contact the school
if you require any further information.

Sheila Baillie
Headteacher