



REPHAD PRIMARY SCHOOL

Welcome from the Head Teacher



I would like to offer all of our new parents, guardians and carers a warm welcome to Rephad Primary School.

Your child is joining us at a very exciting time in Scottish Education. The whole curriculum and approach to learning and teaching that all children experience in Scottish schools has undergone a period of unprecedented change and development over the last ten years or so.

Our school along with all other state schools in Scotland operates and works within “Curriculum for Excellence 3-18.” This means that what we teach and what the children learn in school and through wider experiences beyond school, fits the needs of children growing up in the 21st century.

It would be easy for us as parents to think about the education we had growing up and to imagine that our children should have very similar experiences to our own. But, the world has changed and it continues to change and evolve in ways we can barely imagine. The world we live in now is so different, and changing so quickly, that education must keep pace in order to remain relevant to the needs of all pupils in a future that is already very different from what has gone before. The massive growth in communications and digital technologies had fundamentally changed the world we live in and there is no reason to expect this to slow down or stop in the foreseeable future.

If the educational opportunities and experiences we work together to provide are not relevant and able to keep up with the rapid changes in the way the world communicates, the way people work and the jobs they do both now and in the future, we risk consigning our children to the fringes and missing opportunities for them to be able to adapt and fully participate and engage in the society they will grow up into. The world your children will inhabit is changing rapidly and becoming ever smaller and more interconnected. To give them the biggest range of options for their future, we need to develop in them not only the skills and abilities needed to live and work in Stranraer, but also the ability to reach out from here if they choose to with confidence and with skills that place them firmly on an equal footing to every other child in the country and across the world.

This might all seem a bit much to be thinking about before your child has even embarked on their first steps into Primary, but it is vitally important that we all take time to set the scene and come to the realisation that to offer an education “like we had” would no longer be up to the task of meeting *all* the known needs of our own children in this generation.

Within the profession, our knowledge base of what makes good quality learning and teaching has grown immeasurably over the last few years. There is now strong clear evidence from around the world, based on rigorous research, that guides our local and national learning and teaching strategies and approaches to help maximise learning for all young people, not only for the fortunate few who fit well within the existing system. Of course, there will always be the need for sound academic skills like general literacy, reading, writing, spelling, maths and numeracy. These areas, along with health and wellbeing, remain central and core to our work in school; but these elements alone don't make up the full picture.

Our aim is to make sure that all children have every opportunity to become “successful learners, confident individuals, effective contributors to society, and responsible citizens.” To do this, we need to work in partnership with you the parent to widen children's skills, to increasingly over time develop their independence and ability to learn in a whole range of different ways and for a wide variety of different purposes. Children need comprehensive, flexible and adaptable learning skills in order to be successful and make their way in the modern world. We need to work together to ensure that children increasingly take responsibility for their own learning as they get older and that this learning is shared and fully supported by parents.

Parents, like everyone in school, share responsibility for their child's learning. It is not something that any of us can do in isolation. By working together in close partnership we can best support all of our children and help them to achieve more of their potential in many different ways. Similarly, when it comes to the day to day work and life of the school, we would very much hope to work in partnership with all of our parents to discuss in an open and courteous manner any issues that might arise from time to time. We will always listen to our parents and treat everyone equally and with respect. Staff in school likewise, have the right to expect to be treated with respect by parents and children at all times. We are very fortunate that it is very rare for this not to be the case in our school and we look forward to maintaining our much valued atmosphere of mutual respect and understanding.

Despite its fairly large size, we have a great sense of school community at Rephad with parents, children and school staff all working and pulling together. We look forward to meeting you at the different social and school occasions that go on throughout each session and we hope you will contribute and become actively involved in the life of the school.

Rephad Primary is **our** school, all of us together make up the school community. We are very proud of our school and its long tradition of serving the community of the east of Stranraer and surrounding areas. We are here to serve the needs of that Rephad community and to best meet the needs of every individual child who comes through our doors. It is my personal goal as Headteacher to ensure that every single child who goes through Rephad school or nursery is fully supported and encouraged along the way and that every single one of them is given every opportunity to thrive and be successful, whatever their circumstances.

I hope that these pages will give you a flavour of life at Rephad. If you have any questions or have anything you would like to know more about please give me a call. I will be happy to help.

Mr Alastair Young
Head Teacher

CHILDREN LEARN WHAT THEY LIVE

If
a child lives with criticism
she learns to condemn

If
a child lives with hostility
he learns to fight

If
a child lives with ridicule
she learns to be shy

If
a child lives with shame
he learns to feel guilt

If
a child lives with tolerance
she learns to be patient

If
a child lives with encouragement
he learns confidence

If
a child lives with praise
she learns to appreciate

If
a child lives with fairness
he learns justice

If
a child lives with security
she learns to have faith

If
a child lives with approval
he learns to like himself

If
a child lives with acceptance and friendship
he or she learns to find love in the world



MEET OUR STAFF

Head Teacher: Mr Alastair Young

Depute Head Teacher: Mrs Moira Baird

TEACHING STAFF

Primary 1	Mrs Morag Irons
Primary 2M	Mrs Laura Mitchell
Primary 2T	Miss Kirsty Teasdale
Primary 3	Miss Elizabeth Mitchell (Probationer)
Primary 4	Mrs Naomi Miller
Primary 5	Miss Karen McLean
Primary 6	Miss Amy Bingham
Primary 7M	Miss Kayleigh McKie
Primary 7C	Miss Lorna Craig

NURSERY STAFF

Mrs Alison Gratton	Nursery teacher
Mrs Rachel Fitton	(Teacher)
Mrs Jennifer Hastings	Nursery Nurse
Mrs Christine McNally	Nursery Nurse
Mrs Sharon Muir	Nursery Nurse
Miss Kimberley McDowall	Nursery Nurse
Mrs Emma Morrison	Nursery Nurse / Early Years Assistant

OFFICE STAFF

Mrs Penny McGeoch
Mrs Jacqueline Haugh

EARLY YEARS ASSISTANT (temp)

Ms Shelley Jenkins

ADDITIONAL SUPPORT FOR LEARNING TEACHER

Mrs Lily Cain

LEARNING ASSISTANTS

Mrs Karon Cooke
Mrs Lesley Little
Mrs Jill Higgins
Mrs Ellen Johnstone

SCHOOL JANITOR

Mr John Arnott

GENERAL ASSISTANT

Miss Rachael Murray

SCHOOL PATROL OFFICER

Mr Iain Houston

KITCHEN STAFF

Mrs Sandra Knowles (Catering Manager)
Mrs Elizabeth Adair
Mrs Heather Cairnie
Mrs Tracy McMillan
Ms Debbie Wallace

USEFUL INFORMATION



SCHOOL ADDRESS: **Rephad Primary School
Ladies Walk
Stranraer
DG9 8BW**

TELEPHONE NUMBER: **01776 70 4195**

SCHOOL HOURS:

Start	9am
Interval	10:30am – 10:45am
In Class	10:45am – 12:15am
Lunch	12:15pm – 1pm
In Class	1pm – 3pm

NURSERY HOURS: **8:45am – 11:55am
12:15pm – 3:25pm**

Teaching Staff Pool



Mr Alastair Young
Head Teacher



Mrs Moira Baird
Depute Head Teacher



Miss Lorna Craig
(to be Mrs Hamilton)



Mrs Rachel Fitton



Mrs Morag Irons



Mrs Naomi Miller



Miss Karen McLean



Miss Amy Bingham



Mrs Laura Mitchell



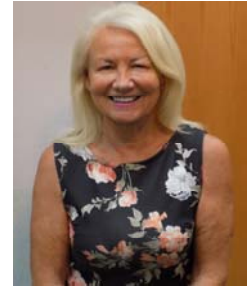
Miss Kirsty Teasdale



Mrs Kimberly Whyte



Miss Elizabeth Mitchell
(Probationer Teacher)



Mrs Lily Cain

Nursery Staff



Mrs Alison Gratton
(Nursery Teacher)



Mrs Jennifer Hastings



Mrs Christine McNally



Mrs Sharon Muir



Mrs Emma Morrison



Miss Kimberley McDowall

CLERICAL STAFF



Mrs Penny McGeoch



Mrs Jacqueline Haugh

LEARNING ASSISTANTS



Mrs Karon Cooke



Mrs Lesley Little



Mrs Jill Higgins



Mrs Ellen Johnstone

GENERAL ASSISTANT



Miss Rachael Murray

EARLY YEARS ASSISTANT



Ms Shelley Jenkins



Mr John Arnott
School Janitor



Mr Iain Houston
Crossing Patrol Officer

Kitchen Staff



Mrs Sandra Knowles - Catering Manager
Mrs Elizabeth Adair
Mrs Heather Cairnie
Mrs Tracy McMillan
Ms Debbie Wallace

Dumfries and Galloway

An Education Service

For the 21st Century

In Dumfries and Galloway we are committed to:

- **Developing all learners' potential to the full by assisting them to overcome barriers**
- **Fully engaging learners, parents, staff and other appropriate agencies in the learning process**
- **Promoting and providing accessible and inclusive lifelong learning opportunities**
- **Securing continuous improvement in students' learning and their achievements**
- **Equipping all learners to take a full and active place in society**
- **Recruiting, retaining and developing well-qualified and committed staff**
- **Providing a safe, fit for purpose and caring learning environment**

OUR SCHOOL AIMS:-

At Rephad School we aim to develop every child to “be the best they can be” by providing high quality learning and teaching throughout a broad and relevant curriculum. We believe the development of the whole child to be vital.

It is the aim of everyone at Rephad to ensure that:

- There is a welcoming atmosphere and a positive ethos throughout the school and all children are educated in a safe, secure, happy and health – promoting environment.
- All members of the Rephad community foster tolerance, care, concern and respect for themselves and others.
- Learning and achievement of all children is valued and high aspirations and achievements are promoted.
- Children are enabled to develop strong foundations of knowledge and understanding and become masters of their own learning with appropriate skills and self-discipline.
- Within our inclusive school, every child is given the confidence, attributes and capabilities to make valuable contributions to our society and are encouraged to become informed and responsible citizens.
- Each child is brought to a deeper understanding of their rights and responsibilities and is helped to appreciate the diversity of other cultures and beliefs.
- A strong partnership with parents is established and that they are kept fully informed and active participants in their children’s progress.

About our School

Rephad Primary School first opened its doors in 1958. The school was refurbished between 1996 and 1998. There is an abundance of playing space for the children throughout the school's open site and playground activities are provided for break times. There is a Millennium Garden and Nursery Garden both of which were planned and built in co-operation with staff, pupils, parents and the wider community. A security fence has been erected around the School. The children are involved in planning further developments of the school grounds.

The School is co-educational and non-denominational.

Pupils are supervised during break times and there are monitors appointed from Primary 7 pupils to offer "buddy" support to their peers if required. We have a Primary 6 pre-school to Primary 1 "buddy" system. This helps to ease transition for children as they move forward in their journey into and through school.

School transport is provided for pupils who live in Cairnryan. They are brought to school by a local bus contractor each morning and transported back home at close of day by an Authority vehicle.

The local Education Authority has a statutory obligation to provide transport for children living within the designated catchment area of the school where :-

1. Children under the age of eight could be caused to walk more than two miles to school.
2. Children of eight years or over could be caused to walk more than three miles to school.

Parents who drive their children to school are asked to observe the parking restrictions in force and local arrangements. Parents should use the car park off London Road.



The staff car park at the front of the School should NOT be used by parents, grandparents or other unauthorised persons at the start and end of the School day.

The car park off Cairnport Road is for Aird Education Centre and should not be used by Rephad parents to drop-off or uplift School or Nursery pupils.

A school crossing patrol is on duty at the junction of Ladies Walk and London Road in the morning, at lunchtime and at close of school. Parents should encourage their children to cross the road with the patrol where appropriate.

Parent Council

Our Parent Council has been established to strengthen links between the school and all our parents. The Parent Council will seek to play an active role in supporting parental involvement in the life and work of the school and provide opportunities for parents to express their views.

The Council's basic functions and duties include:

- Supporting the school in its work with pupils.
- Representing the views of parents.
- Receiving and requesting information from the Head Teacher and Education Authority.
- Promoting contact between the school, parents, pupils and the community.
- Reporting to all parents on the activities of the Parent Council.
- Participation in the selection process for Head Teacher and Depute Head Teacher.

The Parent Council consists of the following membership: Mrs Christine Raphael (Chairperson); Mrs Fiona Kyle (Treasurer); Mrs Penny McGeoch (Clerk to School Parent Council); Mrs Margaret Cassie, Mrs Paula Erskine, Mrs Susie Petrucci, Mrs Natalie Brown and Mrs Angela Milligan, Mrs Ruth-Anne Henderson, Mr Charles Russell (Parent Members); Miss Kirsty Teasdale (Teacher Representative); Mr Alastair Young (Head Teacher, Advisor to the Council); Mr Willie Scobie, Mr Andrew Guisti, (Local Councillors).

Mrs Lorna Burns / Mrs Diane McClintick [Fundraising Committee]

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

Parent Council meetings are normally held once a term in Rephad School or may be held, should a situation arise relating to the School or the welfare of its pupils, as required. Notice of meetings is indicated in the School's newsletters.

There is also a Parent Council notice-board situated in the School's main foyer and this is used to display Council minutes, advertise events, etc.

A sub-committee of the Parent Council (The Fundraising sub Committee) meet on a regular basis to plan for school and social events.



Parent Helpers

The assistance of parents on outings to help accompany pupils and staff is valuable to the School. However in accordance with legal requirements any parent who assists in the School itself requires to be school specifically Disclosure Scotland checked and would be expected to observe strict confidentiality requirements at all times during and after helping in School in any capacity.

We are happy to fund the costs incurred with the Disclosure check and would encourage any parents who are willing to help to approach the School Office for more information.



Visitors to the School

There is a security system in operation at Rephad whereby visitors use a single point of entry which is situated at the main entrance. Please ring the outside bell and await attention.

Although this may be inconvenient for visitors, it is in the interest of safety for school pupils and staff.

All visitors must sign the visitor's book which is held in reception.

Parking Facilities for All Visitors to the School

There is a designated car park for visitors to School adjacent to London Road. Although the School has a car park within its boundaries, **this is for staff and disabled parking only and only for access to contract taxis collecting and dropping off children with additional needs**. There is a drop off only facility available in Ladies Walk on the School side of the road.



New Admissions

Children may be enrolled for August commencement provided that they reach the age of 5 between the previous 1st March and the following 28th (or 29th) February.

Once children have enrolled in P1 the school provides the opportunity for children to have pre-start visits to the infant classroom when the P7 pupils have their induction days at Stranraer Academy in June. There are also additional planned visits on a regular basis which take place throughout the term as part of the transition process.

The school has an open door policy which offers prospective parents the opportunity to visit and meet with staff.

Parents may apply for a Placing Request at a school other than their territorial school but must in the first instance, enrol their child at their catchment area school. Transport to and from an extra territorial school must be provided by parents. All enquiries regarding placing requests must be made directly to Mrs Lesley Beck, Lochside Education Centre, Lochside Road, Dumfries, DG2 0EL.

Transfer to Secondary School

Pupils from this school normally transfer to Stranraer Academy at the end of their summer session at P7 stage. Further information, if required, can be obtained from:

Mr Andy Law

Acting Head Teacher
Stranraer Academy
McMaster's Road
STRANRAER
Tel. No. 01776 706484

Mrs Gillian Brydson

Acting Service Director School Services
Dumfries & Galloway Council
Education Offices, 30 Edinburgh Road
DUMFRIES
Tel. No. 030 33 33 3000

If a child is transferring to another school, due to change of address etc. it is important that the Rephad School Office is informed to facilitate transfer of documents and information.

Punctuality



The punctuality of pupils is important to the smooth running of the school. **The children are expected to be in school prompt for 9.00am and picked up at 3pm.** This prevents disruption to school routine for pupils.

Attendance

If a child is unable to attend School it is important that parents follow the guidelines below:

- 1 **Notify the School before 9.30am on the first day of the absence without fail,** and further calls should be made on every subsequent day of the absence, also before 9.30am.
- 2 Contact telephone numbers, whether for home, for parents at work or for emergency contacts, **should be kept up to date and are genuinely numbers at which a response can be obtained under normal circumstances.**
- 3 The school should be kept informed of the progress of an absence and of a likely return date.
- 4 Any planned absences are officially notified to the School in advance.

Absences are recorded in the school's SEEMIS electronic system and are checked on a daily basis and monitored on a monthly basis by the Senior Management Team.

All unexplained absences and frequent late arrivals will be followed up by the School.

In the interest of child safety the school should also be informed in writing when a child is being withdrawn for doctor/dental appointments, otherwise it is noted as an unauthorised absence. It is the policy of the school that children do not leave the school grounds unaccompanied during school hours.

A note of persistent unexplained non-attendance is given to the Attendance and Liaison Officer who pursues the matter on the school's behalf. Any attendance that falls below 85% will result in a request for a meeting with the Head Teacher to discuss how attendance can be maximised and to determine if any additional support or adjustments are required in cases of long term sickness/illness.

In the event of the School having to close for an emergency e.g. loss of heating, power, etc. parents/carers will be notified by telephone or text to collect their children from school, in accordance with the school's emergency closure policy.

Positive Discipline

Good school discipline depends on a happy relationship between staff, pupils and parents. Mutual respect is paramount. The school aims to bring each child to a state of development where he/she can acknowledge self-discipline in all situations and circumstances. When behavioural difficulties arise that begin to cause concern in School, parents are involved at an early stage. The school has a Positive Behaviour and Anti-Bullying Policy.

Complaints

Although it is expected that such incidents will be rare indeed, situations can arise where a parent may feel that he or she has a justified complaint against a member of staff.

Such complaints should be made, in the first instance, to the Head Teacher. Most problems can be resolved at this level. We are always willing to listen to any problem you may be experiencing.

Should you remain unhappy following this meeting, your complaint can be pursued in writing to the Service Director for School Services, Woodbank, 30 Edinburgh Road, Dumfries, DG1 1NW for further consideration. The latter is also the case where there is a complaint against the Head Teacher.

Medical Attendance

Health care is given a high priority throughout your child's school career. The School Nurse visits regularly.

With the consent of parents the School Nurse will regularly review any children with health problems that might affect schoolwork. Any difficulties found as a result of examinations will be reported to the parents, so that they can take appropriate action.

The following is the normal schedule of medical examination at School:

- 1 Primary 1 – A height and weight check to include BMI (Body Mass Index) and an informal chat.
- 2 Primary 7 – Height and weight check to include BMI.
Individual health interview. Puberty/Sex Education talk and video as part of the School's Health Education Programme.

The School Dentist also makes a visit to the School once a year when they will check the children in Primary 1 and Primary 7.

Intimate Care

From time to time “accidents” involving soiling or wetting do happen. If this happens to your child, the staff will endeavour to deal with the situation as sensitively and discretely as possible, and to keep you informed. The action taken might include:

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

If your child has an ongoing condition or problem which is likely to make “accidents” an issue, please discuss it with your child’s class teacher, Head Teacher or the School Nurse.

Homework



It is usual, in the early stages of literacy and learning to read, to set some small pieces of reading or literacy tasks for your child each night at home.

Parents are asked to co-operate by sharing and talking about what is being read and offering help and encouragement.

Homework for the rest of the school may be set by class teachers in accordance with school policy. Homework within a classroom may vary according to individual needs and circumstances. Each child is issued with a homework diary which clearly outlines any tasks set by the Class Teacher, Head Teacher and Additional Support for Learning Teacher etc. Teachers appreciate when parents share any difficulty or worry. There is an expectation that pupils will make an effort to complete any homework given or offer a genuine reason why homework has not been completed. In turn, staff will show consideration and flexibility where, for example, unexpected family circumstances or problems have meant homework has not been done.

Pupils who have returned from or are about to go on term time holidays will not normally be given homework to “catch up” what they have missed or will miss. Parents should consider this carefully in deciding whether or not to take a term time holiday.

Again parents are asked to co-operate by making sure that children can do this work in suitable surroundings and according to their child’s preferred approach. If children are having particular difficulties, parents should put a note in with homework or give the Class Teacher a call.

School Meals



'Standard Meals' are made on the premises for those who wish them. These are eaten in the dining area. In preparing the menu we have taken into account the general increase of "food awareness" among parents.

1. **WHAT IS A 'STANDARD MEAL'?**
Basically, a mid-day meal of two courses with a choice of main course and dessert.
2. **WHAT ARE THE BENEFITS OF CHOOSING A 'STANDARD MEAL'?**
A better variety of nutrition foods that children LIKE to eat.
3. **WHAT IS THE CURRENT PRICE?**
£1.85 per day.

All children in Primaries 1,2 and 3 are entitled to free school meals.

Children who bring packed lunches are provided with facilities for their storage and consumption in the school.

In addition, our Take 4 Health Menu sells a wide variety of healthy snacks, including milk, fruit juices, yoghurt, filled rolls, fresh fruit and baking. **Children wishing meals should bring dinner monies on the Monday for the week ahead.** For example, if a child wishes to have a school lunch on a Wednesday only, the money should be paid on the **MONDAY.**

ALL MEALS ORDERED MUST BE PAID FOR AT TIME OF ORDERING. WE ARE NOT ABLE TO EXTEND CREDIT OR PROVIDE MEALS WHICH HAVE NOT BEEN PAID FOR.

Parents in receipt of Income Support or Job Seekers Allowance (income based) may be entitled to Free Meals. Application forms may be obtained from Rephad School Office.

The school sells milk on a monthly basis. The cost to pupils is 20p per day. The milk is ordered and paid for in advance through a form that is issued from the school office.

Milk is stored in a refrigerator and is issued daily.

All monies sent to school should be clearly labelled with names on purses, envelopes etc. It is desirable that all monies be sent to School on/or before the designated date. All monies are banked on the final date identified on the letter. Cheques are preferable although cash is perfectly acceptable. The Catering Manager is in charge of collecting monies for milk and cheques should be made payable to 'Dumfries and Galloway Council'.



School Dress Policy

All Dumfries & 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 were fully consulted and it is the expectation of the Education Authority that parents will be supportive of the dress code and will, if required, give written agreement to it.

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

- Could potentially encourage factions (e.g. football team colours).
- Could cause offence (e.g. anti-religious, political slogans, military or military style clothing).
- Could cause health and safety concerns such as loose fitting clothing, hoodies, jewellery like dangling ear-rings or with hoops also necklaces worn outside of t-shirts or sweatshirts and raised settings on rings, etc.
- Could be deemed inappropriate for school e.g. crop tops, vest tops, shorts that are too short or tight fitting, etc.
- Are of flammable materials which may be a danger in certain classes (e.g. shell suits.)
- Could cause damage to floors.
- Carry advertising, in particular for alcohol or tobacco.
- Could be used to inflict damage on other pupils.

In addition, school senior managers reserve the right to not allow in school any items of clothing, jewellery, equipment etc that they feel may pose or present possible health & safety concerns or are otherwise deemed by them to be inappropriate for school.

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. This can be purchased from any source and does not need to be purchased through the school's uniform provision procedures.

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

Uniform

The wearing of uniform is strongly encouraged. It is important that clothes are **clearly marked** or have nametags; children have difficulty recognising their own belongings, especially when they look alike.

The wearing of tracksuits, jeans or hoodies is not part of the school dress code.

Following consultation with parents, the recommended uniform is:

CHILDREN WHO IDENTIFY AS **MALE**

Dark trousers (black or grey)
White polo shirt
Royal blue school sweatshirt
Grey or black school shorts

CHILDREN WHO IDENTIFY AS **FEMALE**

Dark skirt or trousers (black or grey)
White polo shirt
Royal blue school sweatshirt or cardigan
School summer dress
(blue/white/gingham)

The school will always seek to work positively with parents and young people as appropriate to meet any gender identity or trans-gender issues that may arise.

School Shoes

We strongly encourage parents to provide their children with suitable school shoes to help ensure children's feet grow and develop properly. High heeled shoes and boots or shoes and boots that could otherwise present a health and safety concern are not allowed in school.

Under normal circumstances, most children are expected to be able to independently put on and remove their own shoes or boots. This happens frequently on a daily basis. Please consider this when deciding on the most appropriate footwear. Eg can they tie their own laces or zip up boots etc?

Suppliers of School Uniform

We have recently introduced on-line ordering of a large range of school uniform items.

School sweatshirts, polo-shirts, PE kits and jackets are available through the Parent Council Uniform Shop and other local suppliers. A variety of sizes are kept in stock in school.

Order forms are available from the School Office.

There is a uniform shop held in school on the first Monday of each month from 2.45pm – 3.15pm.

Keeping you 'in the loop'

School Newsletter



Regular newsletters and letters keep parents informed of current and future events.

There is a termly curriculum newsletter issued by Class Teachers to inform parents of their child's topics and of work being carried out in class.

It is advisable to check schoolbags on a regular basis for letters issued by the school.

School App



Rephad Primary School has its own School App and this can be downloaded in Android or Apple versions free of charge. This will keep you up to date with information from the school as it happens.

School Curriculum

The curriculum is wide ranging, broad and well balanced.

Each child is encouraged to achieve his/her potential at a pace best suited to his/her level of ability. The individual needs of the children are paramount and are catered for as far as possible through a wide range and variety of different learning strategies.

At present, the curriculum can be divided into these main areas:

- Languages and Literacy
- Mathematics and Numeracy
- Health and Wellbeing
- Expressive Arts
- Religious and Moral Education
- Sciences
- Social Studies
- Technologies

Methods of teaching cover individual, group or class work as found appropriate by class teachers to suit different learning situations. Each class teacher within school works to the 3-18 programme for Scottish schools. The Curriculum is undergoing change and all schools are following the Curriculum for Excellence guidelines which highlight the following values on which Scottish Society is based. The "aspiration for all children and for every young person is that they should be 'Successful Learners, Confident Individuals, Responsible Citizens and Effective Contributors to society and at work.'

We have included below, policy statements showing how we aim to fulfil the four purposes set out in Journey to Excellence and mentioned above.

Expressive Arts

The following are a list of the skills and abilities that we aim to develop in pupils at Rephad Primary School through our Expressive Arts programme.

Developing Successful Learners

- Self expression in a range of situations.
- Think innovatively.
- Meet challenges positively.
- Find imaginative solutions.
- Develop knowledge and skills related to the different arts.
- Strengthen ability to use technologies.

Developing Confident Individuals

- Self awareness.
- Confidence.
- Express own ideas, experiences and feelings.
- Gain personal satisfaction and happiness through participating in Expressive Arts.
- Self-discipline, determination and commitment.

Developing Responsible Citizens

- Explore difficult ethical questions.
- Express personal responses to personal and social issues.
- Develop and question personal views and stances on a range of issues.
- Explore the importance of the arts in Scottish society.
- Understand values and achievements of different societies.
- Recognise the importance of arts to the identities of different nations.

Developing Effective Contributors

- Develop creativity, work co-operatively and communicate with others.
- Initiative, dependability, leadership and enterprise.
- Participate in all areas of Expressive Arts.

Health and Wellbeing (P.S.D., Health and P.E.)

The following are a list of the skills and abilities that we aim to develop in pupils at Rephad Primary School through our Health and Wellbeing programme.

Developing Successful Learners

- Understand facts that influence Health.
- Acquire a range of physical skills and abilities.
- Learn social and emotional skills.
- Develop resilience in dealing with competitive and challenging situations.



Developing Confident Individuals

- Resilience.
- Fitness
- Confidence
- Mastery and control of self
- Optimism and hope
- Sustain personal relationships
- Recognise and deal with pressures in life
- Find appropriate information
- Make informed choices

Developing Responsible Citizens

- Respect and value others
- Develop an understanding of beliefs and feelings
- Understand how their actions and decisions are affected by and affect others

Developing Effective Contributors

- Engage positively in a range of experiences
- Make positive contributions to wider life and health of school



Languages and Literacy (Reading, Writing, Listening & Talking and French)

The following are a list of the skills and abilities that we aim to develop in pupils at Rephad Primary School through our Languages Programme.

Developing Successful Learners

- Language and literacy skills that enable them to gain access to all areas of learning.
- Develop and communicate thoughts and opinions effectively.
- Challenge thinking, encourage openness to alternative approaches and ideas.
- Apply literacy skills through technologies.
- Express themselves using different media.
- Communicate with those from other cultures and backgrounds.
- Capability and confidence to learn other languages.

Developing Confident Individuals

- Relate positively to others and interact successfully.
- Competence and confidence in Languages leading to self respect.
- Explore other people's experiences, emotions and relationships through literature.
- Develop own sense of one of the creative forces in Scottish culture.
- Boost confidence and help children to cope in new situations.

Developing Responsible Citizens

- Reflect and develop their own stances to a range of issues.
- Communicate and consider their own thoughts and feelings and consider those of others.
- Participate in discussions, resolve conflicts and play a part in influencing decisions.
- Through learning of additional languages understanding of other cultures can be developed.
- Challenge preconceptions and stereotypes.

Developing Effective Contributors

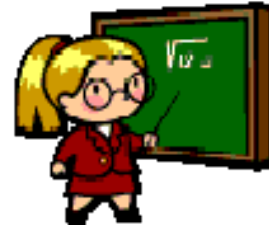
- Contribute to life of school and community by sharing of poems and stories.
- Contribute to developing creative and enterprising ideas and communities.
- Communicate successfully in ways which are appropriate for different situations.
- Learning of other languages leads to contribution to the wider international community.

Mathematics and Numeracy

The following are a list of the skills and abilities that we aim to develop in pupils at Rephad Primary School through our Mathematics Programme.

Developing Successful Learners

- Think innovatively.
- Meet challenges positively.
- Find imaginative solutions.
- Strengthen ability to use technologies.



Developing Confident Individuals

- Develop self confidence through competence in mathematical and arithmetical processes.
- Use Maths in a variety of real life situations.
-

Developing Responsible Citizens

- Apply Mathematics in other curriculum areas.
- Develop knowledge of how Maths is applied in everyday life.
- Use Mathematics to enable children to make informed decisions.
- Interpret numerical data to draw conclusions, assess risk and make reasoned evaluations.

Developing Effective Contributors

- Apply skills and understanding to creatively and logically solve problems.
- Develop resilience by working on suitably challenging problems.
- Communicate solutions to wider audience.

Religious and Moral Education

The following are a list of the skills and abilities that we aim to develop in pupils at Rephad Primary School through our Religious and Moral Education programme.



Developing Successful Learners

- Knowledge of different human beliefs, values and behaviour.
- Learn about how different faith and thinking can help people find meaning in life.
- Make connections between themes in RME and those in history, science and the arts.

Developing Confident Individuals

- Develop secure values and beliefs.
- Express their beliefs and values.
- Sense of security by being valued as an individual.
- Understand the role of Christianity in influencing Scottish society.

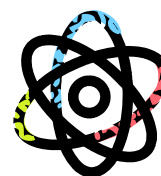
Developing Responsible Citizens

- Respect for people of faiths and beliefs other than their own.
- Respect for people who adopt a stance for living which is independent of faith.
- Consider moral and ethical questions.
- Make moral and ethical judgements about right and wrong.
- Act with concern for others and the world we live in.

Developing Effective Contributors

- Put their values and beliefs into action in a positive way.

Sciences



The following are a list of the skills and abilities that we aim to develop in pupils at Rephad Primary School through our Science programme.

Developing Successful Learners

- Develop an interest in and understanding of the living, material and physical world.
- Understand scientific ideas and approaches.
- Awareness of the pace and significance of developments in the sciences and evaluate their impact.
- Participate in first hand observations, practical activities, open – ended challenges and investigations.
- Participation in discussion and debate.
- Develop a range of skill in critical thinking as well as literacy, communication and numeracy.

Developing Confident Individuals

- Learn about Science in relevant, real-life contexts.
- Use appropriate scientific terms and ideas confidently.
- Express and justify their views on science-based issues of importance to society.
- Confidence to communicate their own stances.

Developing Responsible Citizens

- Respect for living things and the environment.
- Respect for evidence and the opinions of others.
- An openness to new ideas.
- Honesty in collecting and presenting data.
- Appreciate Science contributes greatly to the development of human culture.
- Realise the impact of developments in Science have on the wellbeing of our society.

Developing Effective Contributors

- Engage in a range of collaborative and investigative tasks within beyond the classroom.
- Design and use experiments.
- Interpret data, make deductions and draw conclusions based on evidence.
- Develop skills to become enterprising and creative adults.

Social Studies **(people in the past, place and society)**

The following are a list of the skills and abilities that we aim to develop in pupils at Rephad Primary School through our Social Studies programme.

Developing Successful Learners

- Access and use information from different kinds of sources.
- Think critically about evidence and arguments arising from it.
- Arrive at own conclusions about a range of issues.
- Justify own views in discussion and debate.
- Develop literacy and numeracy skills.
- Strengthen ability to use technologies.

Developing Confident Individuals

- Understand more about their sense of identity.
- Develop an understanding of Scotland's social and political changes.
- Ability to establish their own views.
- Confidence to communicate their own stances.

Developing Responsible Citizens

- Learn about different values, beliefs and cultures.
- Question others attitudes especially towards intolerance and justice.
- Develop respect for other people.
- Participate responsibly in all aspects of life.

Developing Effective Contributors

- Broaden knowledge through investigative, creative and critical thinking.
- Understand Scotland's place in the world.
- Contribute to the wellbeing of society.

Technologies (I.C.T., Technology and Enterprise)

The following are a list of the skills and abilities that we aim to develop in pupils at Rephad Primary School through our Technologies programme.

Developing Successful Learners

- Use a wide range of technologies effectively.
- Learn through practical use of the technologies.
- Enhance problem solving skills.
- Develop creative thinking.
- Make connections across different kinds of learning.
- Encourage innovative, critical designers.



Developing Confident Individuals

- Equipped with practical skills for daily life and work.
- Build confidence to continue to learn to use new technologies in the future.
- Experience a sense of achievement.
- Develop the capacity to deal with change, risk and uncertainty.

Developing Responsible Citizens

- Engage with questions relating to the environment, sustainable development and ethics.
- Develop their sense of personal responsibility.
- Appreciate the merits and impacts of products and services.
- Capable of making reasoned and ethical choices.

Developing Effective Contributors

- Think creatively about how to solve practical problems.
- Work effectively in teams.
- Promote enterprising behaviour and ways of learning that prepare young people for their future lives and careers.
- Operate as skilled, thoughtful, adaptable and resourceful children able to identify and solve problems.

Additional Support for Learning

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

The Authority attempts 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.

It is generally recognised that approximately 20% of children may have additional support needs at some time, which are likely to range from mild and intermittent difficulties through to those which are more complex or they may have multiple factors proving to be barriers to their learning.

The Additional Support for Learning Act introduces a new framework for supporting children and young people in their school education, and their families. This framework is based on the idea of additional support needs. This new term will apply to children and young people who, for whatever reason, require additional support, in the short or the long term, in order to help them make the most of their school education.

Children and young people may require additional support for a variety of reasons and may include those who:

- have motor or sensory impairments
- are being bullied
- are particularly able or talented
- are looked after
- have a learning difficulty
- are living with parents who are abusing substances
- are living with parents who have mental health problems
- have English as an additional language
- are not attending school regularly
- have emotional or social difficulties
- are on the Child Protection Register
- are young carers

Individuals and groups of children work with our Support for Learning staff, usually in the classroom. However, pupils can occasionally be withdrawn for one-to-one tuition or assessment purposes and an Individualised Education Programme (IEP) can be created for specific targets. Sometimes a pupil will have a Co-ordinated Support Plan (CSP) if several agencies are working together to meet educational objectives for an individual child or young person.

The Psychological Service

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 has some limited capacity to offer advice to parents, teachers and the local authority. In a few exceptional cases of greatest need, an Educational Psychologist may work directly with children/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 unnamed / anonymised pupils at group consultation meetings with HTs. Educational Psychologists may also be involved in discussions about 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.

A Psychological Service leaflet for parents giving fuller information is available from the School.

Assessment

Parents can make an appointment to visit staff if they wish to discuss their child's progress at any time. Teachers use a variety of ongoing assessment strategies to plan for next steps in a child's learning.

Equal Opportunities

Rephad endeavours to provide an environment within which discrimination does not occur.

We make every effort to ensure that curriculum resources are free from bias e.g. religion, gender-related, racial.

Extra-Curricular Activities

The school has provision for after school activities which vary from term to term and are organised by the Active Schools Co-ordinator, school staff or parent helpers.

School Lets

Community use of the School is positively encouraged. Further information on hiring school facilities is available on the Dumfries and Galloway webpage www.dumgal.uk/schoollets.

Transferring Educational Data about Pupils

Education authorities and the Scottish Government have collected data about pupils on paper forms for many years. We now work together with schools to transfer data electronically through the ScotXed programme. Thus Scottish Government has two functions: acting as a 'hub' for supporting data exchange within the education system in Scotland and the analysis of data for statistical purposes within Scottish Government itself.

Why do we need your data?

In order to make the best decisions about how to improve our education service, Scottish Government, education authorities and other partners such as the SQA and Careers Scotland need accurate, up-to-date data about our pupils. We are keen to help all our pupils do well in all aspects of school life and achieve better examination results. Accurate and up-to-date data allows us to:

- Plan and deliver better policies for the benefit of all pupils,
- Plan and deliver better policies for the benefit of specific groups of pupils,
- Better understand some of the factors which influence pupil attainment and achievement,
- Target resources better.

Data Policy

The ScotXed programme aims to support schools and Local Authorities by supporting the collection, processing and dissemination of statistical information required for planning, management and monitoring of Scottish education services.

A subset of this information is passed to Scottish Government for research and National Statistics publications. Education data within Scottish Government is managed effectively by secure systems and is exploited as a valuable corporate resource, subject to confidentiality restraints. As part of its data policy, Scottish Government will not publish or make publicly available any information that allows individual pupils to be identified, nor will data be used by Scottish Government to take any actions in respect of individuals. Data is held securely and no information on individual pupils can or would be published by Scottish Government.

The individual data collected by Scottish Government is used for statistical and research purposes only. We hope that the explanations contained on the ScotXed website will help you understand the importance of providing the information.

Data Protection

Your child's personal data will be held by the School. All personal data is held on our secure school management information system. We will ensure that the information we hold is accurate and up to date and each year you will be sent an Update Form detailing the information held by the School for you to check and update as required.

Access to School management information system is by individual user and is password protected. Furthermore, access to confidential data is restricted to staff in school as appropriate.

Your school will also ask for your consent to take use images of your child during the course of the school year. This permission will be obtained when your child starts school or at a new school, but you can amend your permission at any time by contacting the school office.

All schools 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 or concern arise. This information may also be shared with other agencies, such as Social Work, if schools are asked for it. This allows all agencies who come into contact with children to make the best decisions for each individual child and to make sure they get the help they need when they need it.

If the School feels that any child may benefit from assessment or support from another agency and do not have child protection concerns they will always talk to parents or carers about this first.

Your data protection rights

The collection, transfer, processing and sharing of ScotXed data is done in accordance with the Data Protection Act (1998). We also comply with the National Statistics Code of Practice requirements and other legislation related to safeguarding the confidentiality of data. The Data Protection Act gives you the right to know how we will use your data. This message can give only a brief description of how we use data. Fuller details of the uses of pupil data can be found on the ScotXed website (www.scotxed.net).

Scottish Government works with a range of partners including HM Inspectorate of Education and the SQA. On occasion, we will make individual data available to partners and also academic institutions to carry out research and statistical analysis. In addition, we will provide our partners with information they need in order to fulfil their official responsibilities. Any sharing of data will be done under the strict control of Scottish Government, which will ensure that no individual level data will be made public as a result of the data sharing and that these data will not be used to take any actions in respect of an individual. Decisions on the sharing of data will be taken in consultation with colleagues within and out with Scottish Government.

Concerns

If you have any concerns about the ScotXed data collections you can email the Senior Statistician, Peter Whitehouse, at Peter.Whitehouse@scotland.gsi.gov.uk or write to the ScotXed Support Office, Area 1B, Victoria Quay, Leith, EH6 6QQ. Alternative versions of this page are available, on request from the ScotXed Support Office, in other languages, audio tape, Braille and large print.

Want more information?

Further details about ScotXed are available on the ScotXed website, www.scotxed.net, which contains a section on 'frequently asked questions' at <https://www.scotxed.net/jahia/Jahia/lang/en/pid/220>.

The Annual Electronic Staff Census

Individual level staff data is vital for use by Scottish Government in education workforce planning. As a consequence of receiving this staff information, Scottish Government will be better able to:

- Plan more accurately the number to new staff to be trained each year.
- Identify shortages in particular sectors and subjects.
- Monitor movements in and out of the profession at a national level.

The information yielded for the analyses of this data is also of great interest to local authorities and teachers' unions. They were involved in drawing up the list of data fields to be sent to Scottish Government.

Scottish Government will not publish or make publicly available any information that allows individual members of staff to be identified, nor will data be used by Scottish Government to take any actions in respect of individuals. No information on individual members of staff can or would be published by Scottish Government. The individual data collected by Scottish Government is used for statistical and research purposes only. Providing national identity and ethnic background data is entirely voluntary; this is a 'not disclosed' option. However, we hope that the explanations contained on the ScotXed website will help you understand the importance of providing the information.

Insurance

The following page has a summary of the Insurance Policy which the Department of Education has set up through Ace Europe to cover school trips. This summary may be copied for sending out to parents.

Below are some points which may further clarify this Policy, but for more information please contact:

Kenny Wright – Department of Finance - 01387 260319

Cover

- All pupils are fully covered when involved with both curricular and extra-curricular trips. This cover is in place even if the Excursion Leader is a volunteer, as long as the activity is given approval by the Head Teacher.

- All Teachers are fully covered when involved with leading or assisting with trips either as part of their normal employment or for extra-curricular trips, again as long as approved by the Head Teacher.
- All volunteer helpers are covered for Public/Employers Liability insurance when involved with school trips.
 - If the volunteer is leading or accompanying a curricular trip, that volunteer also has personal accident cover.
 - If the volunteer is leading or accompanying an extra curricular trip, there is no additional cover provided automatically. Volunteers should be advised of this as they may want to take their own additional cover.
- Non-school pupils are not covered by the personal accident insurance held by the Department of Education when participating in the Duke of Edinburgh's Award expeditions.

Composite Classes in Primary School in Dumfries and Galloway

There are currently approximately 106 primary schools in Dumfries and Galloway. In these schools during this session almost all schools employ composite classes.

What is a composite class?

A composite class is one of which there are pupils of different age groups.

Why do we have composite classes?

There are national and local agreements in Dumfries and Galloway about class sizes in a primary school. Under present arrangements class sizes are determined by the number of pupils on the school roll and the finance available for staffing.

Currently no single-age class should be greater than 25 in Primary 1, 30 in Primary 2 and 3 nor greater than 33 in Primary 4 to Primary 7. No composite class should be greater than 25.

In a rural Authority like Dumfries and Galloway, with some 60% of our primary schools having three teachers or less, pupils in village schools have always been taught in composite classes. In many schools 2, 3 or 4 different age groups are taught together as a matter of course.

Evidence suggests that pupils in composite classes can benefit educationally and socially and indeed become better adjusted having had greater opportunities to develop responsibility and independence. Large schools will also have composite classes as numbers of pupils vary from stage to stage and from year to year.

How are composite classes formed?

Head Teachers are responsible for the internal organisation of the school taking into account the Authority Policy. There will be occasions when it is necessary to split a stage or year group, putting some older pupils in a class with younger pupils or younger pupils in a class with older pupils. In Rephad Primary, the child's date of birth usually determines

the class in which he or she is placed in order to maintain statutory class sizes. It is only in unique or extraordinary circumstances as determined by the School and for sound educational reasons, that this policy may be adapted in order to best meet the needs of specific, individual children.

In any such case, school would routinely discuss the specific issues and factors with parents to try to reach agreement in advance of any final decisions being made. The decision of the headteacher, however, would ultimately be final. **We are not in a position to be able to take into consideration parental preferences for which class children are allocated to under normal circumstances.**

What worries do parents have?

A few parents still have fears and worries about composite classes, especially if they are experiencing them for the first time. These worries are often caused by a lack of information about composite classes and how they operate. Among the common questions asked are:

Q Will my child be ‘held back’?

A No. Each child is treated as an individual and their planned work and learning experience are tailored to their individual needs.

Q Will the more able pupils be bored and will the less able switch off?

A No. Teachers carefully plan work according to the needs of the individual pupils.

Q Will my child be put under pressure to keep up with older pupils?

A No. Each child will be given work appropriate to their age and ability.

Q Will children miss work covered by youngsters in the same age group?

A No. Careful planning and record keeping ensures that children build effectively on prior learning. In single stage classes youngsters are taught at their own level of need and development. This requires the same planning and record keeping. There is likely to be a similar range of ability in any single stage class.

Q Will my children be able to mix with friends of their own age?

A Yes. Friendship groups are important and children may have opportunities to mix with their peer group at break times and at whole school or group events.

What happens in exceptional circumstances?

There is a discretionary area available to Head Teacher concerning children with special educational needs. This would apply only in the cases of a very few children who for reasons of maturity, ability or relationships would clearly benefit from being with a separate group. In such circumstances the matter would be discussed with all appropriate parties and could only proceed with the agreement of the parents of the child and any other parents affected by the change.

Is going to secondary affected?

Children in a composite class will still transfer to secondary school with their age peer group. Primary 7 pupils in a Primary 6/7 class will move on to the secondary stage with other Primary 7 pupils.

Teachers are trained to carefully plan work according to the needs of the individual pupil taking into account their ages and abilities whether in a single stage or composite class.

CONCLUSION

In conclusion, we very much hope that you and your child will have good experiences as part of our Rephad community.

We are always happy to help where we can and are always willing to provide any additional information or explanation about any aspect of this Handbook.

We very much look forward to working together with you in the future.

From all at Rephad Primary School & Nursery.