Contents

1. Letter from Director Education Services
2. Welcome from the Headteacher
3. Authority Aims
4. School Aims
5. School Ethos
6. School Information
   6.1 Name/Address/Telephone No/Website (if any) / Email Address
   6.2 Headteacher details
   6.3 Roll of School / denominational status (if any)/ Status of Gaelic
   6.4 School Staff
   6.5 Terms and Holidays
   6.6 More Information
7. Contact Us
   7.1 If you need to find out something
   7.2 If you have a comment or concerns
   7.3 If you remain dissatisfied and wish to make a formal complaint
   7.4 More Information
8. How the School Works?
   8.1 School Day
   8.2 School Uniform/Dress Policy
   8.3 School Meals
   8.4 School Transport
   8.5 Class Organisation
   8.6 Positive Behaviour and Celebrating Success
   8.7 More Information
9. The Curriculum
   9.1 Curriculum for Excellence (E&O/BGE/Senior Phase)
   9.2 Subject Information and Making Choices
   9.3 Health and Well Being Education
10. The Wider Curriculum
    10.1 Extra Curricular Activities
    10.2 Pupil Council
    10.3 School Trips
    10.4 The Community
    10.5 Developing Young Workforce
11. Home/ School Partnership
   11.1 Parent Council
   11.2 Communicating with Home
   11.3 Attendance (and absence)
   11.4 Homework
   11.5 How is my child doing? (Assessment and Reporting)
   11.6 Pupil Profiles
   11.7 Helping the School
   11.8 Helping your child
   11.9 More Information

12. Support for All
   12.1 Pupil Support
   12.2 Pastoral Care
   12.3 Additional Support for Learning
   12.4 Getting it Right for Every Child (GIRFEC)
   12.5 Child Protection
   12.6 Educational Psychology Service
   12.7 Supporting Learners Service
   12.8 Education Maintenance Allowance

13. Enrolment in School and Moving to Secondary School/Leaving School
   13.1 Enrolment in School AND Catchment Secondary School
   13.2 Transition Activities/Induction Days
   13.3 Skills Development in Scotland in Primary Schools

14. School Improvements
   14.1 Improvement planning and priorities
   14.2 Achievements
   14.3 More information

15. Health and Safety
   15.1 Emergency Procedures
   15.2 Severe Weather/Closure
   15.3 Leaving School Premises
   15.4 Health Care
   15.5 Employment of Pupils
   15.6 Data protection
   15.7 Images of Pupils
   15.7 Use of Internet

16. Other Useful Information: Policies and Useful Links
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

Dear Parents/Carers

Our school extends a warm welcome to all parents, friends and especially children. The aim of this handbook is to provide you with information about St. Teresa’s RC Primary School, so that you will be fully aware of our procedures and organisation. It is hoped that it will clarify some of the many questions you may have about school life, and will support the communication that already exists between home and school.

Modern education is a partnership between pupils, parents and teachers, and we aim to provide a caring and safe environment where your child can develop socially, emotionally, spiritually and intellectually to his/her full potential. With your support, we hope we can work towards ensuring that each and every child will have a happy and educationally rewarding experience of their years in the Primary School.

Yours Sincerely
Elizabeth A. Blount
Head Teacher
3. **Education Services Aims**

**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

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 at the heart of our communities.
Raise ambition and attainment, to address inequalities.
Support children to be healthy and active.

4. **School Aims**

The Mission of St. Teresa’s Roman Catholic Primary is to:

Ensure that Jesus Christ and the Gospel values are central to the life of our community of faith and learning, providing a happy, safe and supportive environment, where everyone is valued and treated with courtesy.

Provide an inclusive ethos which inspires a climate of tolerance and respect, and encourages all to develop a sense of responsibility for themselves, others and the world in which we live.

Encourage every member of the school community to pursue their unique talents to the best of their ability and to strive towards excellence.
The things we value most in St Teresa’s are:

- Loyalty
- Honesty
- Respect
- Friendship
- Tolerance
- Co-operation
- Responsibility
- Fairness
- Effort
- Achievement
- Kindness

Our aim is for our whole school community to become:

Successful Learners    Confident Individuals    Effective Contributors
Responsible Citizens

We will work together to be the best we can be in all we say and do. We will help and support each other and our brothers and sisters in the wider community. We will strive to make our world a better place.

5. **School Ethos**

St. Teresa’s primary is a two class Roman Catholic primary school situated on the edge of Lochside and encompassing a 36 place nursery for pre-school children aged 3-5 years. We promote faith and learning in a positive, caring and safe environment. Pupils in St. Teresa’s are encouraged to reach their full potential by engaging in a range of experiences designed to develop their own unique personality and to help them reach a level of attainment consistent with their age and aptitude.

Programmes of study are based on the principles of Curriculum for Excellence and are tailored to meet each child’s needs as appropriate.

St Teresa's is a denominational school whose primary purpose is to offer Catholic Education to children in the parish of St Teresa’s although a number of our children are non-Catholic or from other faith communities. All however are included in the prayer life of the school with the backing and consent of their parents and take a full and active part in the many ways we celebrate our Christianity through the daily religious programme (This is our Faith), assemblies, masses and liturgical events. We aim to foster an appreciation, tolerance and interest in the multi-faith society in which we live.

In St Teresa’s Roman Catholic Primary, our ethos supports all learners in developing the Gospel values of tolerance, respect and responsibility for ourselves, each other and the world in which we live.

Underpinning this, we believe the curriculum must be rooted in Literacy and Numeracy and permeating all of this is our ethos as a Roman Catholic School, supporting Health and Wellbeing in mind, body and spirit. It is essential that all pupils have wide ranging knowledge and experience of these, in order to fully access all other areas of the curriculum, thus raising aspirations and attainment for all. This will
provide a sound basis for their development as life-long learners in their adult, social and working lives, enabling them to reach their full potential.

As a school we will provide real-life learning experiences in a variety of contexts, enabling pupils to access learning opportunities in the local environment and the wider community. Our main aim is to raise attainment throughout the school and ensure all children are equipped for life, work and lifelong learning.

St. Teresa’s is situated in pleasant open surroundings at the junction of the Lochside and Lincluden housing estates. The school now occupies only the ground floor of the building with the first and second floors now housing St Teresa’s Education Centre.

Opened in 1963, the school has excellent accommodation to support a modern Primary school experience. There are 5 class bases, 3 of which are occupied by class groups including the Nursery, and the remaining being used for a variety of purposes to enhance the learning opportunities of the children. In the main block there is a spacious nursery class, an infant classroom with a playroom, the senior classroom and a GP room. Within the corridor out with the classrooms there is a designated ICT area containing 10 networked computers for use by all classes on a timetabled basis, and the school library area.

There is a large gymnasium, which is well resourced, encompassing a stage where school concerts are performed, and assemblies can take place, and a large dining area and kitchen is situated next to this.

The office suite includes a room set aside for meetings, which can be accessed by all members of staff.
The school has a large tarred playground area; the pupils maintain extensive playing fields, an outdoor classroom, vegetable and flower beds, a wildlife meadow and a garden.

2013 marked the Golden Jubilee of the school and many events were organised to celebrate this in April 2013.

6. School Information

6.1 School Name  St Teresa's RC Primary School

Address  Lochside Road
          Dumfries
          DG2 0DY

Telephone  01387 255732  8.45 a.m. – 3.00 p.m.

E-Mail Address  gw08officest4@ea.dumgal.sch.uk

Parent Council  Mrs J Learmont, Chair
                jenilearmont@gmail.com

Parental Involvement  http://www.dumgal.gov.uk/schools /Parentzone Scotland
                      https://education.gov.scot/parentzone

Directions:  https://www.google.co.uk/maps/dir/55.046144,-3.5889152/st+teresa's+primary+school/@55.0637796,-3.6280602/2d55.0785899
6.2 Headteacher

Head Teacher: Miss Elizabeth A. Blount
Email: gw08bloueltizbeth@ea.dumgal.sch.uk

6.3 Roll of School

School Roll: 45 pupils – Primary

<table>
<thead>
<tr>
<th>Class</th>
<th>P1</th>
<th>P2</th>
<th>P3</th>
<th>P4</th>
<th>P5</th>
<th>P6</th>
<th>P7</th>
</tr>
</thead>
<tbody>
<tr>
<td>P1</td>
<td>10</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>P2</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>P3</td>
<td>5</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>P4</td>
<td>8</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>P5</td>
<td>7</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>P6</td>
<td>4</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>P7</td>
<td>5</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Denomination: Catholic
Status of Gaelic: Gaelic is not currently taught at St Teresa's Primary School.

St Teresa's has a 30 place non-denominational Nursery class which is open mornings only.

The session runs from 8.45-11.55am.

Current Nursery Roll: 8 Pupils

6.4 School Staff

Head Teacher: Miss Elizabeth Blount

Class Teachers:
- Mrs Pauline Slattery ~ Nursery Teacher
- Mrs Nicola Luebke ~ P1/3 Teacher
- Mr Maurice Slattery ~ P4/7 Teacher

Learning Support: Mrs Joanne Bastow

Nursery Nurse: Mrs Joanne Ackland

Learning Assistants:
- Mrs Amanda Graham
- Mrs Nuala Ursell

Clerical Assistant: Mrs Karen Spracklen

School Janitor: Mr David McEwan
Education Officer: Mrs Elizabeth Gair
Visiting Specialists:
- Mrs Gail Currie (P.E.)
- Mr Philip Parkhouse (Art)
Child Psychologist: Mrs Sharron Harper
School Nurse: Mrs Deborah Hughes
Catering Manager: Mrs Leanne Soriani
School Crossing Patrol: Mr Alex Thomson

School Chaplain: Father Jim Hayes
6.5 Terms and Holidays

The School Year:

Term 1 ~ August – October
Term 2 ~ October – December
Term 3 ~ January – April
Term 4 ~ April – July

Term and holiday 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.

6.6 More Information

Catchment Areas

All of our schools cover areas known as catchment areas. You can apply to any school but children living in the catchment area get priority when allocating places. For St Teresa’s Primary our catchment area is anywhere West of the River Nith for children who have been baptised Catholic. To find out the catchment school/s for your home address you can contact the school or go to http://www.dumgal.gov.uk/article/15086/Find-my-nearest on the Council’s website or phone (01387) 260437.

7. Contact Us

7.1 If you need to find out something

Routine enquiries relating to the operation of the school or matters affecting your child which are causing you uncertainty or concern should be made via the school office. An appropriate member of school staff will then aim to respond to your enquiry directly.

7.2 If you have a comment or concerns

A comment might be some brief feedback about how we have handled a situation or delivered a service. It is best to pass a comment straight to the school so that we can take any necessary action. You may be suggesting an improvement to what we do or a change to how we operate. If you have something you would like to raise, we would always ask you to discuss any concerns / issues you have initially with your -

- Nursery/Primary Class teacher if the enquiry relates to classroom practice.
- Headteacher if the enquiry relates to whole school matters or you require an unresolved classroom issue to be discussed further.
- Parent Council and/or Connect (the membership organisation to support your Parent Council) If your enquiry relates to whole school matters linked to Parental Involvement.
If you are not happy with the response you receive or a decision that has been made, you can Ask us to Look Again. You can do this by contacting Educationsupport@dumgal.gov.uk. At this point an Officer will contact you and discuss the issue and share directly with you the outcome of this work.

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

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

7.3 If you have a complaint If you remain dissatisfied and wish to make a formal complaint

If you remain dissatisfied, Education Services operate within the complaints handling procedures for Dumfries and Galloway Council. Information on this can be found at http://www.dumgal.gov.uk/article/15382/Complaints-procedure

7.4 More Information

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

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

8. How the School Works

8.1 School Day

School begins at 9.00am and children should be present in their lines when the bell rings. We put great emphasis on punctuality as this not only promotes a good work ethic but also ensures that pupils do not miss valuable instructions or information at the start of the school day. The playground supervisor is available in the playground from 8.45am each morning, and parents should try to ensure that children do not arrive at school prior to this without parental supervision. The organisation of the school day is as follows

- School Starts ~ 9.00 a.m.
- Morning Interval ~ 10.40 -11.00 a.m.
- Lunch ~ 12.30 -1.10 p.m.
- Day Ends ~ 3.00 p.m.
8.2 School Uniform/Dress Policy

All Dumfries and Galloway schools must have a dress code which encourages pupils to dress in a way appropriate to attendance at school. This code must not lead to direct or indirect discrimination on the grounds of race, religion, gender, disability or poverty. 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 (e.g. football colours).
- Could cause offence (e.g. anti-religious or political slogans).
- Could cause health and safety difficulties (loose-fitting clothing, dangling earrings).
- Are of flammable materials which may be a danger in certain classes.
- Could cause damage to floors.
- Carry advertising, (such as alcohol or tobacco)
- Could be used to inflict damage on other pupils.

Parents in receipt of a grant for footwear and clothing from the authority will be encouraged to purchase items which are in accordance with the school dress code.

**School Clothing grants.** 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

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

Our school colours are navy, sky blue and white and the recommended school uniform is as follows:

- White, sky blue, or navy shirt or polo shirt
- School tie – available from the school office
- Navy blue skirt, pinafore or navy or black trousers
- Navy blue sweatshirt, cardigan or pullover
- Navy blue fleece (full or quarter zip)
- Navy blue rain jacket.

Sweatshirt, fleeces and polo shirts bearing the school badge can be purchased directly from Tesco, (see appendix 2) bearing our school badge, and delivery is normally within one week. We do however hold a limited supply of uniform in the school office should new parents need to access uniform quickly. They are comfortable and practical and provide a corporate identity for pupils, both in school and on outings.
It is essential that all items of clothing and footwear are clearly marked with the child’s name.

Each child should have a “paint shirt” (an old shirt or overalls is ideal) to protect clothes when artwork or messy activities are going on in class.

For physical education each child requires a pair of shorts, a T shirt and a pair of trainers or gym shoes. These should be kept in a gym bag and hung on the child’s peg in the cloakroom. In the interests of hygiene and safety all children should change for P.E.

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

Lost Property

Inevitably, a collection of miscellaneous items grows during the school session. It is most helpful if articles of clothing and personal property are clearly marked or labelled with the name and class of the owner. The bringing of expensive and/or breakable toys to school is strongly discouraged and the school can accept no liability for any such items. Lost items are usually handed in to the school office or to the janitor and can be claimed from there or the cloakroom areas.

8.3 School Meals

In Dumfries & Galloway Council, Economy, Environment and Infrastructure, Facilities Management – Catering Services, are bound by The Schools (Health Promotion and Nutrition) (Scotland) Act 2007, which means 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 their local authority promote the uptake and benefits of paid and free school meals

The Naturally D&G brand promoting 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

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 030 33 33 3000 and ask for Facilities Management – Catering Services.

**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](http://www.dumgal.gov.uk/schoolmeals)

School meals are prepared daily, on the premises, are of a high standard and are served in the school dining room. Children have the choice of a standard two course meal, or may purchase a snack meal at the milk bar where they may choose four items, sandwiches, baguettes or baked potatoes with filling of the day, fruit, yoghurt, biscuits and drinks. The cost of either meal is £1.85, collected at the beginning of the school week, or paid daily to class teachers. Every effort is made to provide a variety of meals which meet the dietary requirements of growing children, with a three week menu cycle in operation. It is helpful to kitchen staff if dinner money can be paid on the first day of the week.

If your child has an appointment which will keep him/her late for school, lunch can be ordered by telephone before (9.30 am).

For further information regarding menus and special dietary requirements please go to [http://www.dumgal.gov.uk/schoolmenus](http://www.dumgal.gov.uk/schoolmenus).

Children who choose to bring a packed lunch from home, share the school dining room and are supervised by a member of staff. For safety reasons the carrying of glass drinking containers is strongly discouraged as this can be a danger in the event of breakages, and in line with our Health promotion policy no fizzy drinks should be brought into school by pupils.
School Milk

Children have the opportunity to purchase milk for morning break. A variety of fruit and healthy snacks are also available from the school kitchen at break times.

Children are encouraged to carry a plastic bottle which can be filled with chilled water, which can be purchased at the school office (£1) They are permitted to keep these with them at all times and use them as required. It is the responsibility of parents to ensure these are regularly sanitised to prevent infection.

8.4 School Transport

Free school transport is available for some school children attending primary or secondary school if they live within the school catchment area and if they meet certain criteria. For more information and guidance visit: http://www.dumgal.gov.uk/article/15245/Free-school-transport

Who is entitled to school transport?
- Pupils who live 2 miles away from their catchment school if they are under 8 years 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.

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

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

When school transport is required for a pupil, the school will contact Education Services. If your child is eligible, details of the transport arrangements will be communicated to you in time for the new academic year. You can check whether your child is entitled to school transport using ‘Find My Nearest’ on the Council’s website: http://apps.dumgal.gov.uk/findnearest?q

Your child is not entitled to transport if they attend an alternative school by parental choice. It is the responsibility of the parent/guardian to organise transport to the school. Any alterations to transport arrangements that occur during the school year will be communicated prior to any changes being made. If school bus passes are required these are issued at school.

Schools should note a new Act on the use of Seat Belts on School Transport (Scotland) 2017. The purpose of the 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, i.e. one seat belt per pupil. See Seat Belts on School Transport: https://www.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.
8.5 Class organisation

As a small school, pupils are educated in composite classes. The make up of these, this year is as follows:

Nursery Class
Primary 1/3
Primary 4/7

In the unlikely event that year groups have to be split between classes, this will be done in line with Regional Policy.

Playground Supervision

Our Janitor is our playground supervisor and is on hand to deal with any playground problems and incidents or refer these on to the teaching staff. During break times there are normally a minimum of two adults in the playground as well as playground monitors, appointed from the pupil council, who will look out for anyone alone or isolated in the playground and attempt to help them take part in some activity. Pupils are involved in a House system and can gain points for their house by their achievements and behaviour.

8.6 Positive Behaviour and Celebrating Success

In St Teresa's we consider ourselves to be one big family and, as such, we support each other and celebrate success in all forms. Senior pupils model good behaviour for the younger pupils, and all are aware of expectations. Class and school rules are drawn up each year with the pupils and are regularly revisited through the pupil council. Pupils are actively encouraged to show good manners and all members of the school community are encouraged to show respect for each other, our community and our world.

Weekly assemblies give rise to opportunities to celebrate the successes of all, both within the school and in the wider community. Each week each class awards a “Pupil of the Week” to an individual or group of children who have achieved either academically, creatively, sportingly or socially. These are displayed with the individual's photo for the week in the entrance hall of the school.

Pupils are encouraged to share with us the many little successes they have out of school and can bring in awards or certificates gained which will be displayed and re-presented at assembly.

Each year we hold an “Awards Afternoon” towards the end of the summer term. At this we celebrate all achievements of the year and share these with parents and the wider school community. The highlight of this is the presentation of the Canon John Walls memorial Cup, which is awarded to the senior pupil who has shown good example, and strong participation in all aspects of school life, over their years in St Teresa's. The recipient of this is displayed in the entrance hall for the following year.
8.7 More Information

School Trips: Off-Site safety Procedures for Schools have been revised requiring schools to upload OS forms to the GLOW school Trips site. In addition, national guidance can be sought from Going Out There- Scottish Framework for Safe Practice in Off-site visits with examples are, planning visits, risk assessments, transport, overseas trips etc. https://www.goingoutthere.co.uk/

9. The Curriculum

9.1 Curriculum for Excellence

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

How does Curriculum for Excellence work? 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.

The information above is based on National Guidance issued by Education Scotland and the National Parent Forum

How does Curriculum for Excellence work?

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

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

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

Curriculum for Excellence balances the importance of knowledge and skills.

Every child is entitled to a broad and deep general education, whatever their level and ability. Every single teacher and practitioner will be responsible for literacy and numeracy – the language and numbers skills that unlock other subjects and are vital to everyday life.
It develops skills for learning, life and work to help young people go on to further study, secure work and navigate life. It brings real life into the classroom, making learning relevant and helps young people apply lessons to their life beyond the classroom. It links knowledge in one subject area to another helping children understand the world and make connections. It develops skills so that children can think for themselves, make sound judgements, challenge, enquire and find solutions.

Approaches to Learning and Teaching:

Teachers are encouraged to use methods, which promote learning through activity. Opportunities for pupils to develop key skills in a range of curricular areas, and to acquire new concepts by researching, investigating, solving problems and working with practical materials will be provided whenever possible.

9.2 Subject Information

Literacy:

Language is about communication. Through language children can receive knowledge and acquire skills, explore feelings and relationships and convey meaning. Children come to school with a variety of language experiences and vocabulary. Our aim is to encourage each child to develop language skills so that he/she may use language effectively for understanding, communication and pleasure through Listening, Talking, Reading and Writing. Language is an integral part of learning across the whole curriculum. We use a variety of resource for language work and Jolly Phonics, Story Worlds and Literacy World to support the teaching of reading, however many language skills are integrated within cross curricular topic work.

Mathematics:

Children gain valuable experience and build up mathematical concepts through discovery, arising from handling concrete materials. The aim of the mathematics curriculum is to develop a positive and confident attitude towards mathematics and to encourage its effective use as a practical tool in a wide range of activities with relevant contexts. The main areas of Mathematics are:

Number, Money and Measure:

- Estimation and rounding
- Number and number processes
- Multiples, factors and primes
- Powers and roots
- Fractions, decimal fractions and percentages
- Money
- Time
- Measurement
- Mathematics - its impact on the world, past, present and future
- Patterns and relationships
- Expressions and equations
Shape, Position and Movement:

- Properties of 2D shapes and 3D objects
- Angle, symmetry and transformation

Information Handling:

- Data and analysis
- Ideas of chance and uncertainty

The nature of mathematics demands a fairly structured programme of progression from P1-P7, and at each stage of development must be consolidated before progression to the next. However, each child will have a different rate of progress and so mathematical concepts are continually being reinforced and practiced. A variety of technologies are used to support and develop mathematical skills.

Expressive Arts:

Expressive arts comprises of: Art and Design, Dance, Drama and Music and participation in performances and presentations. 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.

Visiting specialists in music and art help to plan and deliver activities which develop skills and techniques allowing children to explore their own potential.

Social Studies

These are all taught through a three year rolling programme of study. Through this part of the curriculum pupils learn about the world around them and develop the knowledge, understanding, skills and attitudes necessary to interpret it.

Learning in the social studies will enables pupils to:

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

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

Learning in the technologies enables pupils to:

- develop an understanding of the role and impact of technologies in changing and influencing societies
- contribute to building a better world by taking responsible, ethical actions to improve my life, the lives of others and the environment
- gain the confidence and skills to embrace and use technologies now and in the future, at home, at work and in the wider community
- become an informed consumer and producer who has an appreciation of the merits and impacts of products and services
- be capable of making reasoned choices relating to the environment, sustainable development and ethical, economic and cultural issues
- broaden my understanding of the role that information and communications technology (ICT) has in Scotland and in the global community
- broaden awareness of how ideas in mathematics and science are used in engineering and the technologies
- experience work-related learning and establish firm foundations for lifelong learning and specialised study and careers.
- As children and young people play and learn they will develop an interest, confidence and enjoyment in ICT skills that can be transferred and applied in different learning contexts.

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. Science and the appliance of science are central to our economic future, to our health and wellbeing as individuals and as a society.

Through the sciences, 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 the sciences are needed across all sectors of the economy.

The main areas of sciences are:

Planet Earth:
Biodiversity and interdependence
Energy sources and sustainability
Processes of the planet
Space

Biological systems:
Body systems and cells
Inheritance

Forces, electricity and waves:
Religious and moral education:

Religious and moral education is based around 3 major outcomes:
- Christianity
- Other world religions
- Personal search

Advice is given in Catholic schools in an amended version, which recognises the responsibility, which such schools accept to prepare children for the reception of the Sacraments and to assist them in a journey towards a living, mature acceptance of the faith. This is done with the support and co-operation of parents and the parish community. All children in St. Teresa’s follow This is our Faith, which provides a framework for children’s learning, and a range of experiences designed to introduce children to the message of the Christian Gospel.

Additionally a short assembly, where the whole school gathers together, is held on a Monday Morning. Hymn practice takes place every second Friday on a rolling programme.

Emphasis is placed on self-esteem and respect for others as part of the children’s personal and social development. Children are given the opportunity to share their achievements with their peers, and a certificate is presented, at this time to the pupil in each class deemed to be “Pupil of the Week.” We also operate a house point system where children gain points for their house. The winning house is announced at assembly every week and receive 10 minutes “Golden Time” as a reward.

The R.E. curriculum is predominately Christian, but children also study Judaism, Islam and Buddhism in the course of their primary career to help support the development of tolerance through understanding, and to highlight the importance of Faith in other cultures.

The school Chaplain regularly visits the school to visit classes, celebrate Mass on Holy days of Obligation, and to conduct assemblies and end of term services. He can be contacted as follows:

**School Chaplain**

Father Jim Hayes
St Teresa’s Presbytery
Glasgow Road
DUMFRIES
Tel: 01387 252603
9.3 Health and Well Being Education

Learning in health and wellbeing ensures that children and young people develop the knowledge and understanding, skills, capabilities and attributes which they need for mental, emotional, social and physical wellbeing now and in the future. In conjunction with families and partner agencies we aim to ensure that all children:

- 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 what we eat, how active we are and how decisions we make about behaviour and relationships affects 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 everyone, listen to 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 make informed choices when planning next steps
- acknowledge diversity and understand that it is everyone’s responsibility to challenge discrimination.

10. Wider Achievement and Participation

10.1 Extra Curricular Activities

CAPER and Storysacks

Children in the nursery and infant department are encouraged to borrow Storysacks and caper books to share with parents at home. Children have the opportunity to change their books weekly, and parents are encouraged to volunteer an hour of their time to come into school and share a book with small groups of children. If you think you would like to join the rota for this please contact the school office or speak to one of the teachers.

Curiosity Kits

Pupils in the upper stages have the opportunity to borrow curiosity kits. These kits, which were compiled with the help of Family Learning, provide pupils with books, small pieces of equipment, puzzles and resources on a wide range of subjects which can be used at home for individual study and enjoyment. These can be borrowed for varying lengths of time according to need.

St. Teresa’s offers a variety of extra curricular activities. From P4, all children have the opportunity to take part in football and lacrosse. Teams represent the school in a number of local competitions and we have an annual football competition with our sister school, St Andrew’s, for the Marcellin Champagnat Trophy. At present our lacrosse team were the Scottish Pop Lacrosse Champions in the open section in
2014 and also won the local Douglas Knox Cup that year. Lacrosse coaching is provided by Mr Slattery from Christmas to summer and in the run up to tournaments, and this usually takes place in school on Thursday evenings from 3 - 4 p.m.

There is an active craft club which allows children to make items to be taken home and for use in enterprise activities.

At the end of each session we hold a musical festival in which all can compete either as class or individuals for the Robert McWatt Shield.

Our green team meets monthly or as required to maintain and improve our school grounds. We have completed the construction of our outdoor classroom and are now in the process of planting shrubs and flowers to attract insects and birds to the area for study.

The green team have worked tirelessly under the supervision and direction of Mrs Anderson and have provided planting boxes for all classes, a wild flower meadow, a herb garden, vegetable plot from which the children have harvested, cooked and eaten their produce and many other features. As a result of this our school has won many awards in the local community over the past few years. Can you help us with this?

Our latest initiative has been for the children of P4/7 to have a small allotment or plot of land which they can develop in groups of two or three pupils. The children plan the planting and harvest their crops which can either be taken home or used in school for cooking activities or as part of a mini enterprise.

Every year the children in the senior class have the opportunity to take part in a residential course at either of our two local Outdoor Education facilities, Carlingwark or Stronord outdoor education centres. The children are normally away from home for two days and two nights days and take part in many activities including Orienteering, mountain biking, abseiling and rock climbing or water sports including sailing canoeing and wind surfing. These activities are led by qualified instructors and supervised by members of our staff who willingly give of their own time to enable the children to take part in this.

10.2 Pupil Council

There is an active pupil council in St Teresa’s, with members elected from P4-P7. Meetings are held fortnightly, and members report back to the rest of the school immediately following a meeting. Minutes are posted on the school notice board. At present the council have been monitoring playground behaviour, providing a “Buddy
Bus stop" in the playground to ensure all pupils are included in playground activities and have been campaigning for the upgrading of the senior toilets within the school.

10.3 School Trips

Whenever possible we like to take the children out of school on educational visits. At the start of each session we ask you to sign a consent form to allow us to take children out into the local area (on foot) as part of ongoing topic work. You will be informed when visits require travel by car or bus and special consent forms will be sent for these and for any other activity where children are considered to be more “at risk” e.g. swimming, orienteering, curling etc. Please do not hesitate to contact the school if you have any concerns regarding a proposed visit, or if you wish additional information.

10.4 The Community

We work closely with the Parish Community of St Teresa’s and take part in joint events to support a clinic in Ethiopia. As part of the Ababa Project the pupils have undertaken to raise funds to sponsor the education of a child in Ethiopia. We receive photographs and information on the project and on the child we sponsor and members of the parish team have come into school to share their experiences of visiting the clinic.

Every two years we have a visit from The Singing Children of Africa, who spend a day with us as part of their UK tour. We organise a day of activities for all pupils to give them the opportunity to work together and interact socially sharing cultural and academic opportunities. The children normally then perform a short excerpt from their concert for our children in the afternoon.

As part of the St Joseph’s Cluster we liaise with our partner schools and provide opportunities for the pupils to engage with our associated secondary to enhance transition and mix with a wider group of children. Events are organised each year to bring the pupils together for a variety of events including sporting activities, quiz night, and pastoral activities.
10.5 Developing Young Workforce

Eco Schools etc. (See extra curricular Activities)

11. Home/School Partnership/Parental Involvement and Engagement

11.1 Parent Council and Parent Forums

St Teresa’s has an active Parent Council who meet regularly to review and enhance the work of the school.

PARENT MEMBERS

Mrs Jeni Learmont (Chair)
Mrs Lyndsay McCormick (Treasurer)
Mrs Lena Barbour
Ms Tracy McCabe
Mrs Katrina Gillespie
Mrs Karen Kennedy (Vice chair)

CHURCH REPRESENTATIVE
Father Jim Hayes

STAFF REPRESENTATIVE
Mr Maurice Slattery

ADVISER TO THE BOARD
Miss E Blount (Head Teacher)

LOCAL COUNCILLORS
Mr R Nicholson
Mr D McKie
Mr G Bell

CLERK
Mrs Beatrice Gardner

The purpose of the Parent Council is to strengthen existing links between home and school, and to assist the Head Teacher in the management of the school, and in making St. Teresa’s Primary a safe and happy environment where children can develop to their full potential. The functions of the school board can be summarised as follows:

➢ To promote co-operation and communication between school, parents and the community.
➢ To ascertain the views of parents
➢ To confirm the Head Teacher’s financial plan for the school.
➢ To report annually to parents on the board’s activities.
➢ To participate in the selection of promoted staff.
➢ Dates of meetings will be advertised in school newsletters and on the school board notice board where minutes of meetings will also be displayed. Observers are welcome at the meetings.

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

Every parent who has a child at our school is a member of the Parent Forum. The parent council is a group of parents who have chosen to represent the parent forum.

As a member of the Parent Forum, each parent can expect to:

- Receive information about the school and its activities;
- Hear about what partnership with parents means in our school;
- Be invited to be involved in ways and times that suit you;
- Identify issues you want the parent council to work on with the school;
- Be asked your opinion by the parent council on issues relating to the school and education it provides;
- Work in partnership with staff; and
- Enjoy taking part in school life in whatever way possible

The type of things the parent council may get involved in include:

**Supporting the work of the school;**
**Gathering and representing parents’ views to the Headteacher, Education Authority and Education Scotland;**

- Promoting contact between the school, parents, pupils and the local community;
- Fundraising and organising events;
- Reporting to the parent forum; and
- Being involved in the appointment of senior promoted staff.

St. Teresa’s has an active sub-section of our Parent Council known as the Social Committee (formally the PTFA) which provides a focus for many aspects of home/school relationships. Its main purpose to date has been that of fundraising to provide financial support for the school to provide for the many “little extra’s” that the children may require. In this they have been particularly successful and the children receive many benefits from this organisation’s efforts, including Christmas treats and subsidisation of summer outings. We hope all parents will try to support the valuable work that the Social Committee does through participation in events and if possible coming along to help. All meetings are advertised in school newsletters everyone is welcome to come along. These events should also be seen as valuable opportunities to build our school community and engage with other families.

Parents can be directed to [http://www.dumgal.gov.uk/article/17608/Parental-Involvement](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/](https://connect.scot/)
11.2 Communicating with Home

Reporting to Parents

Written reports are sent out to parents in each school session, usually in late May or early June, and this is followed by an open evening, where parents/guardians may make an appointment to meet their child’s teacher and discuss individual progress in private. Your child is invited to attend this to take part in the learning conversation.

In November we provide an opportunity where parents can come into school to engage in a preliminary learning conversation and explore next steps with their child’s class teacher. During the January to April term (term 3) Parents are welcome to see their child working in class and allow them to showcase their work to parents. Following this the class teacher is available until 6 p.m. should any parent have an issue they wish to raise. Parents are welcome to bring pupils with them at this time.

Appointments can, however, be made at any time throughout the school year if you are concerned about your child’s progress. These will normally be at the end of the school day after an appointment has been made through the Head Teacher.

Newsletters are published on a termly basis and letters which require a return, for example informing parents of an upcoming trip or event will be sent out separately. For quick reminders or, in cases of emergency affecting whole school or classes, parents will receive text messaging. In all other circumstances we will contact you by telephone, if possible. The office in St Teresa’s is normally manned for you to get a message through to us or your child, but, should this not be possible please leave a message on the answering machine, and we will get back to you as soon as possible. Many news items are now posted on the school app (Jigsaw school apps/St Teresa’s RC Primary) available free from the App Store.

Education Services has also produced a Communication Framework that can be found at http://www.dumgal.gov.uk/article/17608/Parental-Involvement

11.3 Attendance - See Attendance Policy 2012

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

Unexplained Absences / Lateness - 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. Schools 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 would be informed before 1.15pm if a child was not returning to school after lunch as a result of becoming unwell over that period.
7. Latecomers report to the school office on arrival at school.

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

Holidays

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

Parents should continue to inform the school, in writing, of any such holiday plans. The exception to this is when a family holiday is judged to be important to the well-being and cohesion of the family following serious or terminal illness, bereavement or other traumatic events.

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

Absence from School

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

11.4Homework

It is customary when children are learning to read, for teachers to set reading/phonics homework each night. Parents are asked to co-operate by listening to their child read and discussing the content of stories and illustrations with them. Other pieces of homework including spelling and personal research tasks will be set regularly in the upper stages of the primary school, and should be signed by parents. Each child has a homework diary in which homework and its due date will be recorded. This can also be used as a means of open communication between home and school. Occasionally a child may also, be required to complete tasks which were not completed during class time due to lack of concentration. If you do not wish your child to take part in homework activities a letter should be sent to the Head Teacher and you will be given the opportunity to discuss this with her.
11.5 How is my child doing? (Assessment and Reporting)

‘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 discussion with teachers, looking at their child’s work and also formally through parent’s nights, profiles and reports. In senior school children will also can be assessed through a range of qualifications.

Assessment is an integral part of learning and teaching, helping to provide a picture of a young person's progress and achievements and to identify next steps in learning.

Assessment supports the purposes of learning and reflects the principles of Curriculum for Excellence. We aim to develop coherent approaches to planning learning, teaching and assessment and to sharing information about progress and achievements.

Experiences which promote thinking and demonstrate learning and development lie at the heart of assessment as part of learning and teaching. Conversations about learning may take place between teachers and pupils or among the pupils themselves, and should be part of the planned activity or experience. Pupils will be given timely, accurate feedback about what they have learned and how much and how well they have learned it to help to identify what they need to do next and who can help them build up their knowledge, understanding and skills.

Assessments of learning will be based on evidence from a broad range of sources, over time, and across a range of activities, both in and out of school. We use approaches to assessment developed through Assessment is for Learning (AifL). To support this, learners at all stages are involved in planning and reflecting on their own learning, through formative approaches, self and peer assessment and personal learning planning.

Best Work Folders, combined collaboratively by teachers and pupils, are maintained, where a selection of the children’s work is kept as evidence of their progress. The end of P7 these will be returned to the children.

Standardised Assessment

In accordance with the guidelines from the Local Authority, the pupils of P1 take part in a baseline assessment, PIPS which is a computer based assessment of a pupils ability in reading and maths. This is conducted on entry to P1 and repeated towards the end of the year.

Throughout the school the pupil progress is monitored through the use of INCAS tests. These are again computer based and are generally found to be enjoyable to the pupils. Parents can access available data on request.
The new National Standardised Assessments are used for all pupils in Scotland at P1, P4 and P7 in the Primary School. Data from these are submitted to the local Authority and the Scottish Government.

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 for some it may be through more formal, focussed meetings with other agencies.

11.6 Pupil Profiles

A profile is a snapshot of a child's or young person’s best achievements at a given point in time. Profiles are primarily aimed at learners and their parents and draw together a range of information about a child or young person’s learning. It is one of the ways in which a learner’s achievements can be recognised. The process of profiling is ongoing and progressive for all learners throughout their school years (2-18yrs). It is important that profiling is seen within the context of career education. This is a link to downloads on Parent zone.

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

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

Pupils in P4/7 complete their personal learning Plan every two months and this is sent home for parents to read and add comments to.

11.7 Helping the School

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

We would be delighted to welcome you into school to help in any way you feel able. The expertise of parents can be a wonderful resource to a school and can enhance the learning of the children. Class topics are published termly in the school newsletter and if you feel you can contribute in any way please let us know. Learning is always more effective if pupils can see school and home working in partnership.

There are other opportunities for you to help, for example on school trips or at events planned by the school.

For a more formal input, to help regularly with Caper or in the school library, Parents would be required to undertake a PVG check and follow the school policy for volunteers in school which can be obtained through the school office.
11.8 Helping your child

- Parents can support their child by Listening, talking, and encouraging – 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/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.
- Look for opportunities at home to develop literacy and numeracy skills: money, number problems, time, measuring, matching, size, encouraging 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 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 parent’s nights, reviews.

11.9 More Information

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

12. Support for All

12.1 Pupil Support

All children have individual learning needs and the teaching staff in St Teresa's adapt the curriculum to meet these needs, this may involve help for those experiencing difficulties, or support for the more gifted pupil. When a child is found to have special educational needs, these can usually be met with support or guidance from the Additional Support for Learning Teacher working in conjunction with the class teacher. This may take that form of consultation and advice given to the class teacher, special resources provided or extra tuition given (either within the class or on a one to one or small group basis.)
12.2 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 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)

We believe that successful pupil support must involve pupils, staff and parents together. Emphasis is placed on encouraging good behaviour in relation to:

• Respect for others and their property
• Respect for the school and school property
• Respect for and adherence to the school rules
• Good manners

Minor incidents and unacceptable behaviour will be dealt with in school and, as far as possible, a positive approach will be taken. Where unacceptable behaviour persists the school will contact parents in an attempt to find alternative solutions. We hope to instil a sense of self-discipline in the children whereby they can take responsibility for their own actions. School and class rules, negotiated with the children are displayed to support this. Co-operation between school and home should resolve any problems, but in the event of serious, persistent behavioural problems causing disruption to classes or injury to others, the regional Exclusion Procedure would come into effect.

The school has a discipline policy, which is available to parents on request.
Physical Intervention with Pupils – Team Teach

If the staff become aware of, or have need to become involved in, situations where a child may be at risk of hurting themselves or others, or if the behaviour of a child seriously disrupts good order in the school, or causes damage to property, staff may need to take steps to intervene physically. In such circumstances staff follow Dumfries and Galloway’s approach for dealing with such situations (The Team Teach Approach - which can be seen at www.team-teach.co.uk).

12.3 Additional Support for Learning

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

The Authority aims to remove barriers to learning for all children with additional 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 on the requirements of the Education (Additional Support for Learning) (Scotland) Act 2004 amended in 2009.

What is Additional Support for Learning (ASL)? If your child has a barrier to learning they can be said to have ‘Additional Support Needs’. Children may need additional support for short or long periods of time and for a variety of reasons. The reasons can include:

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

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 several ways in which concerns can be followed up. This may involve the input of other educational professionals such as Specialist teachers, Impairment Specialists and Educational Psychologists. It may also involve your child being referred onto staff in external agencies such as Health staff (Speech and Language Therapist, Occupational Therapist, Physiotherapist etc.). As a parent you will be closely involved in the whole process and your views sought throughout. If, after discussion with all concerned, it is felt appropriate your child will have an educational plan agreed which will identify how they are to be supported.
Your child’s progress will be kept under review and any plans and support will be changed as agreed. As a parent you will be closely involved in any review process. A small number of children will require a more detailed planning process which co-ordinates the input of education and other agencies to fully support the child. This plan is called a Co-ordinated Support Plan. The Co-ordinated Support Plan process is overseen by the Supporting Learners Service with responsibility for Additional Support for Learning.

Further information on the above is available from the school or on the Council website http://www.dumgal.gov.uk/article/16163/Additional-support-for-learning or from the following sources:

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

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

This school has developed its own policy for additional learning support within the framework of the Council Policy and a copy can be made available on request. The additional resources for support for learning in this school are:

- Additional Support for Learning Teacher – sessions per week
- Additional Support for Learning Assistants
- Visiting Specialists

Individuals and groups of children work with our Additional 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 can be created for specific targets. Sometimes a pupil will have a Co-ordinated Support Plan if several agencies are working together to meet educational objectives for an individual child or young person.

Problems of a more severe nature may require a more detailed assessment culminating in the opening of a Co-ordinated Support Plan. This is a legal document based on extensive assessment, and ensures that the child’s needs are met, as far as possible. In such cases the Educational Psychologist will be involved in the Assessment process and will provide additional support to pupils, parents and teachers.

Individuals and groups of children work with our Additional 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 can be created for specific targets. Sometimes a pupil will have a Co-ordinated Support Plan if several agencies

In the event that you have any concerns regarding your child’s progress or you think your child is experiencing problems with learning, you may, through the Head
Teacher, seek to discuss the matter with the class teacher or Support for Learning teacher. Our staff will do everything possible to address your concerns and make additional referrals if this is deemed necessary.

12.4 Getting it Right for Every Child (GIRFEC)

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

You are the expert on your child and what you think matters. Getting it right for every child means that the School will always seek to involve you, to listen to your opinions and take them seriously.

Every 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 or visit www.dumgal.gov.uk/girfec to see the Dumfries and Galloway services plan.

12.5 Child Protection

All children have the right to be protected from harm, abuse and neglect. Every adult in Scotland has a role in ensuring all our children and young people live safely and have the opportunity to reach their full potential. The vision for all children and young people in Dumfries and Galloway is that they should be: safe, nurtured, healthy, achieving, active, respected and responsible and included. Schools and front-line education and child care services will play an important role in ensuring all children and young people are safe and well. Further information can be found at http://www.dumgal.gov.uk/article/16640/Support-for-children-and-families

Schools should also include the following statement in their handbook regarding the expectations of pupil behaviour and the support of parents with this.

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.

12.6 Educational Psychology Service

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

We do this by:

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

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

12.7 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.
12.8 More Information

Home School Link Worker Service

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

13. Enrolment in Schools and Moving to Secondary School – TRANSITIONS

13.1 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.

Schools should be clear about how parents can enrol in the school and the opportunities for parents and pupils to visit the school prior to enrolment.

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](http://www.dumgal.gov.uk/article/15241/School-places) for more information

For session 2019/2020 these will be Monday 14 January and Tuesday 15 January 2019 between 9.00am and 3.30pm. Adverts drawing the enrolment dates to the attention of parents will be placed in local newspapers week beginning Monday 3 December 2018. Parents wishing to enrol their child in St Teresa’s should bring with them a copy of the child’s birth certificate and Baptismal certificate.

Transfer from primary to secondary school will be dealt with by direct approach to parents from individual primary schools.

Our catchment secondary school is

St. Josephs College
Craigs Road
Dumfries
DG1 4EU
Telephone : 01387 252893
Head Teacher : Mrs Bernadette Jones


Representatives of the guidance and learning support staff visit St. Teresa’s to meet with Primary 7 pupils prior to transfer to secondary. The children normally spend 2 induction days in the receiving secondary school during the summer term prior to their enrolment.
Transfer to Secondary

Pupils normally transfer to the secondary school associated with their home address between the ages of 11 and 12. Your child’s school will provide further information on the process when the time comes to transfer. For further information regarding this process, please go to http://www.dumgal.gov.uk/article/15241/School-places on the Council’s website or phone (01387) 260437 for further information. In terms of the Education (Scotland) Act 1980, parents have a right to choose an alternative school. For details on your rights regarding this process please go to the Scottish Government website http://www.gov.scot/Publications/2010/11/10093528/2 for further information.

Under the Parent’s Charter, parents may request a placement in one of the other Secondary schools providing:

1. There is a place available
2. No additional expense falls to the authority

Where children make such a request, we liaise with the appropriate secondary to facilitate similar consultations on their behalf.

Information regarding catchment areas can be found on the Council’s website by accessing “Find My Nearest”:  http://www.dumgal.gov.uk/article/15086/Find-my-nearest

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

Moving from Nursery

As most children are transferring from our Nursery into Primary One, an induction programme begins after the Easter holidays, whereby children preparing from transition will visit the P1 classroom one/two morning per week on a rolling programme. This gives them the opportunity to meet their class teacher, and familiarise themselves with their new classroom. The P1 teacher will also visit the nursery to observe the children in the nursery setting. We offer a variety of excursions and events throughout the school year in which Nursery pupils participate along with P1 Pupils. This allows the children the opportunity to interact with children from the primary sector and to become familiar with the school as a whole and the staff therein. Children enrolling for P.1 are also invited to spend a full morning in school prior to the start of the session, at which time they can venture out into the playground and stay for lunch giving them the opportunity to sample a school meal in the dining room with the other pupils. The children will be sent an invitation by post to attend this day.

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

13.2 Transition Activities/Induction Days

Induction days to both primary and secondary school take part in June, towards the end of the summer term. Pupils from P7 move up to their chosen secondary school for three days, and this gives us the opportunity to bring in our new P1 for a taster session at the same time. Transition from our Nursery to Primary begins after The Easter break and pupils are given the opportunity to become familiar with the P1 Teacher both through visits to the nursery and by moving up to P1 for short sessions on a weekly basis. The P1 teacher and Nursery teacher liaise closely and provide joint events and excursions to familiarise pupils with the school setting and help make transition as smooth as possible for all children.

13.4 Support Available

Where we feel pupils may struggle with transition from primary to secondary we may involve a Home Link Worker to provide extra visits to the secondary school and a programme of enhanced transition. In certain circumstances, we will also engage with the Opportunities for All Officer to provide additional support through a structured programme between Christmas and Summer in the P7 year.

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

14. School Improvements

Priorities for session 2018/2019 are:

- Raising Attainment in Literacy
- Raising Attainment in Numeracy
- Health & Wellbeing
- Religious and Moral Education
- Self Evaluation

14.1 Improvement planning and priorities.

In May/June of 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 engagement with staff, pupils and parents. Parents will be asked to contribute to this process and schools should explain how they do this in their setting. The plan indicates the expected impact of priorities on pupil learning, as well as providing brief information about the key tasks to be taken forward. Both the report and the plan are published on the school’s web-site and are also available in hard copy, on request. A Parent friendly version should be created for the Parent Forum.

14.2 Achievements

We are very proud of the achievements of our pupils over the past few years, both in and out of school. We have taken part in many local competitions in sport. Pupils enjoy entering local competitions. The pupils benefit greatly from taking part in competitions, not only when successful!

Our pupils had great success last year in the regional cross Country event and Civic Pride competition and were a credit to the school through their participation in Football, Sprint Relay and Lacrosse and their on-going efforts to improve the school grounds. The pupils all have access to plots of land in which they can grow fruit and vegetables and can use these in cooking and baking activities both at school and at home.

We are delighted that this year we are one of only two schools in our region to achieve a gold award from Sports Scotland for sporting achievement and participation.

St Teresa’s supports a number of national and local charities during the year and last year raised funds of over £1000 for MacMillan Cancer Support, SCIAF, Youth for Lourdes and, through our parish community, sponsored the education of a child in Ethiopia.

Our strong links with Lochduhar Nursing home sees our senior pupils visiting and interacting with the elderly members of our local community several times the school year.
14.3 More information

In St Teresa’s we consider ourselves to be a health promoting school. Children are given encouragement to make healthy choices. They are encouraged to cut down their intake of sweet and salty foods and ensure they get the recommended portions of fruit and vegetables each day. This is not however the most popular option! We take seriously the idea of educating for life and arm children with the knowledge they need to make informed decisions. In addition to this children can earn extra house points by leaving their sweets at home and bringing a healthy snack to school with them.

In order to help children keep active in the playground we provide a number of resources to encourage active play in the playground and our P6 Playleaders ensure children are included in playground activities and teach new games and encourage pupil participation.

Trends and information which give an overall picture of how the school is performing (over the past 3 years) – Schools could include their individual page link to the Schools Dashboard on Parenzone Scotland. Literacy, Numeracy and Health and Wellbeing should be noted as key areas of information to be shared. Parents can also be directed to http://www.dumgal.gov.uk/article/17612/Education-Authority-Annual-Plan

15. Health and Safety

15.1 Emergency Procedures

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

15.2 Severe Weather and School Closure Arrangements (including Safer Together Guidance)

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

15.3 Health Care (including First Aid)

Education Services is committed to ensuring that all children can fully participate in the life of the school. Many children will require their health care needs to be met at sometime within the nursery/school environment, for most children this will be for short periods of time only, but for some children this may require more long-term planning and support. If your child has any health care needs, please contact the school to discuss arrangements. Full details of the support available and your role as a parent and the role of your child are contained within Health Care in Schools 3-18 (NHS and Dumfries and Galloway Council) which is available from the school.

15.4 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

15.5ICT 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. the prospectus; ceremonies (recognition of achievement, Prize giving, Sports Day etc.); functions (discos, charity events etc.); curricular activities (Communication Passports, performance in sport/dance, field trips etc.); extra-curricular activities (school sports fixtures, school excursions, class outings etc.). Images are also used to create a record of an event to show to participants, other pupils and parents/carers. To do this, photographs are displayed throughout the school; 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 enrols 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.

15.6 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 use of the Internet and a contract for responsible use, which we ask parents and young people to sign up to.

15.7 More Information

Schools may also wish to review the national HSE website www.hse.gov.uk/services/education/index.htm


16.1 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.

DGvoice: http://www.dgvoice.co.uk/index.php/youth
Cool to talk: http://www.nhsdq.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
### APPENDIX 1: KEY STRATEGIES AND POLICIES

Additional information is held on Dumfries and Galloway Schools Intranet System known as GLOW.

<table>
<thead>
<tr>
<th>Reference</th>
<th>Location</th>
<th>Name of Policy and Guidance</th>
</tr>
</thead>
<tbody>
<tr>
<td>8</td>
<td>GLOW</td>
<td>Enrolling in Schools Procedure Note for Headteachers</td>
</tr>
<tr>
<td>8</td>
<td>GLOW</td>
<td>Transition Policy for Home-Pre-School- Primary 1</td>
</tr>
<tr>
<td>8.5</td>
<td>GLOW</td>
<td>Devolved School Management Scheme Primary Schools 18/19</td>
</tr>
<tr>
<td>15.5</td>
<td>GLOW</td>
<td>ICT in Schools – Policy and Procedure Overview 2017 Acceptable Use Policy for D&amp;G Council’s IT and Mobile Facilities</td>
</tr>
<tr>
<td>12.5</td>
<td>GLOW</td>
<td>Child Protection Policy for Schools and Early Learning and Child Care Settings 2016</td>
</tr>
<tr>
<td>11.3</td>
<td>GLOW</td>
<td>Attendance at School Policy 2012</td>
</tr>
<tr>
<td>11.3</td>
<td>GLOW</td>
<td>Flexi Schooling Guidance 2018</td>
</tr>
<tr>
<td>8</td>
<td>GLOW</td>
<td>Curriculum Swimming Policy 2016</td>
</tr>
<tr>
<td>15.6</td>
<td>GLOW</td>
<td>Digital Image Policy 2016 Using Images of Pupils</td>
</tr>
<tr>
<td>13</td>
<td>GLOW</td>
<td>School Admission – Policy and Procedure 2017</td>
</tr>
<tr>
<td>11.3</td>
<td>GLOW</td>
<td>Preventing and Managing School Exclusions – Procedures and Guidelines for Headteachers and other delegated School Manager 2018</td>
</tr>
<tr>
<td>15.7</td>
<td>GLOW</td>
<td>DGC Social Media Policy (ICT in Schools – Policy &amp; Procedure Overview)</td>
</tr>
<tr>
<td>11.4 to</td>
<td>GLOW</td>
<td>Parental Involvement and Engagement Strategy 2018 DRAFT on public site:</td>
</tr>
<tr>
<td>11.8</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8.5</td>
<td>GLOW</td>
<td>Primary School Class Organisation Leaflet 2017</td>
</tr>
<tr>
<td>11:12</td>
<td>GLOW</td>
<td>Protection of Vulnerable Groups (PVG) Scheme, Guidance for Schools 2015</td>
</tr>
<tr>
<td>15.3</td>
<td>GLOW</td>
<td>Providing Intimate Care for Children Guidelines for Schools and Nurseries</td>
</tr>
<tr>
<td>15.3</td>
<td>GLOW</td>
<td>Health Care in Schools 3-18 2013</td>
</tr>
<tr>
<td>8.4</td>
<td>GLOW</td>
<td>School Transport Policy 2015</td>
</tr>
<tr>
<td>10.4/11.7</td>
<td>GLOW</td>
<td>Volunteer Policy 2015</td>
</tr>
<tr>
<td>12</td>
<td>Web</td>
<td><a href="http://www.callscotland.org.uk">CALL Scotland www.callscotland.org.uk</a></td>
</tr>
</tbody>
</table>

#### Parental Involvement and Engagement

- **6.1/12.3** Web PIN Parental Involvement Network [https://www.parentsinclusionnetwork.org.uk/](https://www.parentsinclusionnetwork.org.uk/) Parents working together to share information/advice on disability issues
- **6.1** Web Further information on all aspects of education is available on [www.educationscotland.gov.uk/parentzone](http://www.educationscotland.gov.uk/parentzone).
- **6.1** facebook Dumfries and Galloway Parent Carer Forum [dandgparentforum@gmail.com](mailto:dandgparentforum@gmail.com)
| 7.3 | Web | Dumfries and Galloway Advocacy Service  
https://www.dgadvocacy.co.uk/ |
| 7.3 | DGC | DGC complaints: http://www.dumgal.gov.uk/article/15382/Complaints-procedure |
| 3   | DGC | Dumfries and Galloway Children’s services plan  
http://www.dumgal.gov.uk/article/16748/Children-s-Services-Plan |
| 6   | Web | Parent Council Support  
CONNECT formally Scottish Parent Teacher Council  
Insurance Cover and Training Opportunities  
https://connect.scot/ |
Why you should choose us:

- All your uniform options in one place at your convenience, in your school or organisation.
- Minimum quantity – Buy what you need, when you need it.
- 5% cash donation for your school or organisation on every purchase.
- Earn Tesco Clubcard points.
- Free returns.
- Uniforms are embroidered in the UK.
- Uniforms are high quality and adhere to the latest building initiatives.

5% Cash donation

With a 5% cash donation on every purchase, your school or organisation benefits too.

How to order

It's easy to shop online with the Uniform Embroidery Service from F&F.
1. Go to tesco.com/usa.
2. Select your school from the list and you'll see all the customised items you can buy.
3. Choose the quantity you want, add it to your basket,
4. Pay securely using a bank or credit card at the checkout.
5. Your order will be delivered within 28 days of ordering between September - May.

You can choose from a full range of non-embroidered uniforms and clothing at your school.

Order online at tesco.com/usa

Earn Clubcard Points - Free Returns