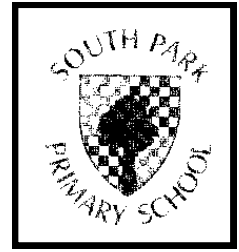


Respect
Equity
Ambitious
Confident
Happy



Education Resources



South Park Primary School Handbook 2022



At South Park we aspire to REACH excellence in all that we do.....

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If you need this information in another language or format, please contact us to discuss how we can best meet your needs.

Phone: 0303 123 1023 Email: education@southlanarkshire.gov.uk.

1. Introduction

Welcome to South Park Primary School.

On behalf of the staff at South Park Primary School I have great pleasure in presenting the School Handbook for 2022.

The handbook contains information regarding all aspects of school life that will be helpful to staff, parents and pupils.

During your child's stay with us, it is our wish that your child is happy and successful. Our school seeks to develop in our children a positive attitude to learning and respect for ourselves, others and the environment. This will support our children to achieve all they can in being successful and confident, lifelong learners and helping them achieve and be responsible citizens in their community.

Each member of staff does their utmost to establish a positive ethos in the school. The children work in an atmosphere that is happy and industrious, a place where they will learn to be independent, to be responsible for themselves and to carry out their tasks with a spirit of co-operation, courtesy and respect for themselves and others.

The school has built up effective links with the community and it is our intention to strengthen these and to establish many more. It is our belief that the school is an integral part of the community. By creating a welcoming environment, by maintaining good relations with parents and the wider community and by being involved in many local events, our positive links will continue to grow and enhance our children's learning experiences.

We greatly value our partnership with parents/carers. Some of our parents/carers are already involved in school activities and this has been of tremendous benefit to the children. We hope to increase this involvement and so enhance the provision within the school. As well as those occasions during the school session when parents/carers have the opportunity to come to school to discuss their child's progress it is important that everyone feels welcome. We strive at all times to create a positive partnership between the school and home.

We invite you to join us on the road to continuous improvement and on our journey towards excellence.



Kirsty McNeil
Head Teacher

Our Vision, Values and Aims

At South Park we aim to ensure that there is a positive, welcoming and inclusive ethos where all are valued and have a voice. A whole school community consultation was carried out to agree on a set of core values. **Respect, Equity, Ambition, Confidence and Happiness**...were chosen by everyone to be the most important. We work together, as a whole school community, to embed these values and consistently strive to fulfil our vision.

Following the community consultation our agreed vision for our school is...

In South Park we aspire to REACH excellence in all that we do...

The decisions we make as a school will be based on a commitment to ensuring that our children's health, wellbeing and progress are our prime concern: Children First!

We aim to provide a safe and stimulating environment where all children can achieve their full potential.

We aim to enable children to become successful learners, confident individuals, responsible citizens and effective contributors.

We aim to empower staff to develop to their full potential and develop leadership capacity.

We aim to promote partnership and engagement with the wider community for the benefit of the school and the community.

Through continued self evaluation, consultation and improvement we aim to offer the highest quality education for pupils in an environment in which the pupils feel secure, valued and confident.

We aim to involve all stakeholders and effectively use local and national guidelines to produce effective policies and planning.

Through the professional review and development process and high quality CLPL opportunities, we will support and encourage all staff to carry out their roles effectively.

We aim to maximise the use of our resources and our partnerships with other agencies for the benefit of the school.

Through a system of distributive leadership we aim to develop leadership capacity at all levels to take forward the shared vision of the school.

South Lanarkshire Council is the fifth largest authority in Scotland. It covers the following main areas: Clydesdale in the south, which features extensive rural areas, Cambuslang, Rutherglen, Blantyre and Uddingston to the north as well as the towns of East Kilbride and Hamilton.

The Council's Plan *Connect* sets out the Council's Vision which is, "to improve the quality of life for all within South Lanarkshire".

For Education Resources this means delivering services of the highest quality as well as striving to narrow the gap. It is about continually improving the services for everyone at the same time as giving priority to children, young people, families and communities in most need. The priorities for schools and services are set out in the Education Resources Plan which confirms the commitment to provide better learning opportunities and outcomes for children and young people.

R espect

E quity

A mbitious

C onfident

H appy



2. COVID-19 – Keeping children, young people, and staff safe

At the time of writing this guidance for the Handbook the Scottish Government and Public Health guidance still applies to schools and educational settings until further notice.

On the 19 October 2021 the Scottish Government announced that the existing COVID-19 safety mitigations in schools and educational settings are to remain for now, following the advice from senior clinicians. It is worth noting that whilst for the general public a number of areas have changed in light of the roll-out of the vaccination programme, there continues to be restrictions in place for schools and educational settings. The public health message is that the safety of children and young people and all education staff, remains the overriding priority. Secondary aged pupils are expected to wear face-coverings and to undertake twice weekly lateral flow tests.

Our main focus remains on learning, teaching and the health and well-being of all learners. Schools/nurseries are adapting their ways of working and outdoor events can now take place without the restrictions that apply indoors. The infection control procedures in our schools such as, hand sanitisation when you arrive and leave, and by washing hands regularly has helped to mitigate against the spread of the virus as has the NHS roll-out of the vaccine to those who are eligible.

If there is a positive case involving a child and/or member of staff at the school then we will let you know by providing you with letter from NHSL Public Health which lets you know what you need to do.

So it is worth noting: -

There are still restrictions on who can visit schools, including parents/carers. In effect, parents/carers are not able to attend events that take place during the day in a school/nursery. Where virtual arrangements for parental meetings are already in place and working well, then these should continue to be used.

Assemblies and large gatherings are still not permissible under the current guidance. Schools are therefore asked to consider group sizes as bringing large groups together in educational settings is not advisable.

Community Lets are allowed out with the school day in line with COVID-19 guidance. If there is an intention to organise events in the evening by a parent group, they are required to make any booking through the community letting procedures as normal. A risk assessment must be undertaken in advance. This is to take account of the mitigations that require to be taken in what will be a confined space, the need for clear access and egress routes, the wearing of face coverings and infection controls, like hand sanitisation.

If a parent group is planning to host an activity then they are asked to be mindful that current restrictions at present still do not enable parents/carers to meet in a large gathering on school premises during the day.

COVID-related mitigations remain under regular review, and the Advisory Sub-Group on Education and Children's Issues and the COVID-19 Education Recovery Group (CERG) continue to work with Ministers to ensure mitigations in schools and educational settings are proportionate and appropriate.

3. About Our School

South Park Primary School
Netherton Road
EAST KILBRIDE
G75 9DU

Phone: (01355) 224748

Website address: www.southpark-pri.s-lanark.sch.uk

Email: office@southpark-pri.s-lanark.sch.uk

Stages: Nursery - 2 to 5 years
School - Primary 1 to Primary 7

Present Roll: 166 (plus 33 nursery children)

Denominational Status: Non-denominational

Staffing

Head Teacher Mrs K McNeil

Principal Teacher Mrs Y Donaldson

Class Teachers

P7 Mrs J Gillespie & Miss A Brownlie
P6 Miss S Stanage & Miss T Miller
P5 Miss J Cartwright
P4 Mr Thomas Proctor
P3 Mrs E Hendry
P2 Mrs M McGinty/ Mrs J Gillespie
P1 Mrs H Lees /Mrs L Cook

Nursery Teacher: Mrs L Cook

Nursery Team Leader: Mrs J Myles

Early Years Workers: Mrs E McConnachie
Mrs E Maley
Mrs L Cassidy Clyde
Mrs A Young
Mrs D Pencakowska Andrew

Support Assistants: Mrs J Nicholson (Team Leader)
Ms P Galbraith (Support Assistant)
Miss L Avery (Support Assistant)
Mrs K Ross (Support Assistant)
Mrs A Mogford (Support Assistant)
Miss C Smith (Support Assistant)

Miss S Baird (Support Assistant)
Mrs R Strachan (Support Assistant)

School Janitor: Mr G McAra / Mr Jim Holmes

Catering Manager: Mrs D Brown

Catering Staff: Mrs S Pearson
Mrs L Bleakley

Cleaning Supervisor: Mrs M Ayton

Cleaning Staff: Mrs T Dick
Mrs M Lennon
Mrs S Rae

Parent Organisations

Parent Council Chairperson: Mrs K Singer

P.T.A. Chairperson: Ms Laura- Anne McGhee

Parental Concerns

Parents may have a concern about their child from time to time and thus we strongly encourage open communication between home and school. Depending on the nature of the concern, parents may contact the school in a variety of ways:

- Phone call
- Note in Home/School Jotter or Homework Diary
- Letter
- Appointment
- Comments on Reports
- Consultations

The appropriate member of staff will respond as quickly as possible to the concern, discuss it as fully as possible and try to resolve the concern quickly.

Reporting Absence or Sickness

It is important for the school to work with parents in encouraging all children to attend school. All absences from school are required by law to be recorded. Absences will normally fall under two categories – authorised and unauthorised absence. In cases where your child is unable to attend school parents are asked to:-

- If you know in advance of any reason why your child is likely to be absent from school, please tell someone at the school, phone us or let us know in writing. Please also give your child a note on his/her return to school telling of the reason for absence.
- Notify the school first thing in the morning when your child is going to be absent stating the reason for absence. Let the school know the likely date of return and keep them informed if the date changes.
- Inform the school of any change to the following:-
 - Home phone number
 - Mobile number
 - Emergency contact details
 - Medical Information

- Requests for your child to be absent from school, including extended visits to relatives must be made in writing to the Head Teacher, detailing the reason, destination and duration of absence and arrangements for their continuing education. On these occasions the pupil will be marked as an authorised absentee in the register.

The safety and well being of our pupils is paramount and we ask parents to closely follow our Absence Reporting Procedures.

Accident or Illness During School Hours

Parents are asked to inform the school of any particular medical requirement for their child/children. It is also requested that the school be informed of arrangements for children who may be required to be sent home.

When a pupil is taken ill in school, he/she will be observed carefully and the parent (in the first instance) or emergency contact will be notified. Minor cuts and bruises are dealt with by cleaning the wound and applying a simple dressing as per Authority Guidelines. Should an accident of a more serious nature occur, the parent (in the first instance) or emergency contact is immediately notified.

The school keeps a small stock of clothing in order that children whose own clothes have been soiled can be given clean garments.

Complaints Procedure

Should a parent/carer have a concern about any aspect of their child's school placement, we want to know. In the first instance, inform a member of staff. If the concern is more serious contact Mrs McNeil, Head Teacher.

Complaints will be treated seriously and dealt with speedily and sensitively. In most cases complaints will be dealt with immediately, but certainly within 3 working days. Should a complaint require further, detailed investigation, the process may take longer, but no longer than 20 days.

A formal complaints procedure direct to the Senior Manager of Pupil Support or Education Resources is also available should you be dissatisfied.

A complaint may be made in writing, by phone, by e-mail or in person to Ann Marie Graham, Senior Manager of Pupil Support (01355 276811) or Education Resources (0303 123 1023).

Arrangements to Visit the School (New Pupils and their Parents)

Should a parent be offered or be seeking a place for their child at South Park Primary/Nursery, arrangements can be made to visit in advance. Please phone the school office to make an appointment. The Head Teacher/Principal Teacher will meet with you to provide information, answer questions and give you a tour of the school. We encourage parents/carers to bring their child along for the visit.

4. Parental Involvement

South Lanarkshire Council recognises the importance of parents as partners in the education of their child and has published a strategy entitled, 'Making a difference – working together to support children's learning'. This is available from the Council's website: www.southlanarkshire.gov.uk

Parents, carers and family members are by far the most important influences on children's lives. Children between the ages of 5 and 16 spend only 15% of their time in school! Research shows that when parents are involved in their child's learning, children do better at school and throughout life. Parental involvement can take different forms but we hope you share the same aims and agree that by working together we can be partners in supporting children's learning.

As parents/carers we want you to be:

- Welcomed and given an opportunity to be involved in the life of the school;
- Fully informed about your child's learning;
- Encouraged to make an active contribution to your child's learning;
- Able to support learning at home;
- Encouraged to express your views and involved in forums and discussions on education related issues.

To find out more on how to be a parent helper, or a member of the Parent Council and/or the Parent Teacher Association just contact the school or visit the SLC website.

Some useful information/contacts for parents to find out more on education are as follows:-

- Parentzone – www.parentzonescotland.gov.uk
- Engage Parent Forum – www.engageforeducation.org
- National Parent Forum for Scotland - www.educationscotland.gov.uk/parentzone
- South Lanarkshire Council – www.southlanarkshire.gov.uk

During this session we have ensured our families have remained, as much as possible, involved in the life of the school. The videos shared on our You Tube channel have been well received and keep our families informed of any new procedures during the pandemic. Regular consultations are also sent out to all our families. Here are a sample of parental responses;

Seesaw has been a great resource for homework & keeping in touch with Lola's teachers. As a working parent, as well as covid restrictions, I really appreciate having the opportunity to communicate directly. The staggered drop off & pick ups feel safe which is reassuring & the twitter posts are great for keeping parents in the loop. Overall I feel communication is open & the school have embraced Scottish Government guidelines.

Miss Brownlee P2 Parent

Well organised and children back learning in the best way possible at this time.

Mrs Ather P7 Parent

I feel the measures taken by the school have been excellent. The school have made sure parents are very well informed of the changes taking effect.

Mrs Clelland P3 Parent

Parent Council & P.T.A.

All parents of children at school are automatically members of the Parent Forum and are entitled to have a say in what happens at the school. Our school has an active Parent Council and a copy of its constitution and what it does is available from the school. Our P.T.A. has recently been re-established and is looking forward to beginning fund raising activities. If you interested in joining the Parent Council you may contact Karen Singer, Chairperson or if you are interested in joining the P.T.A. you may contact Laura-Anne McGhee or contact the school office.

**Karen Singer
Parent Council Chair**

“My role as Parent Council Chairperson is to represent the views of parents which can provide a positive contribution to your child’s education and is a great way to be involved and support the school”



**Laura-Anne McGhee
PTA Chair**



‘My role as PTA Chairperson of South Park Primary is to build strong working relationships among parents and teachers in support of the children. My vision as Chairperson is to bring everyone together to raise as much funds as possible to provide our Children of South Park as many enjoyable events and opportunities as we possibly can’

5. School Ethos

South Park is proud of the warm, friendly and supportive atmosphere which is prevalent in the school.

Our enthusiastic staff and pupils firmly believe in the values we created as a school community. A culture of mutual respect exists between staff, pupils and parents and is evident in all aspects of school life.

We have high expectations of our pupils and encourage them to give of their best and achieve all they can. Pupil achievement is widely celebrated in class, at assemblies and shared with parents. Children regularly receive praise, rewards, awards and certificates for achievements both in school and in the wider community.

The last two sessions has been very different for all schools in Scotland. During lockdown we kept in constant contact with all our families through Google classroom, Seesaw, telephone calls and emails. It was important that although we were not physically together we remained together virtually as a school. Staff, children and families made many achievements during the time we were learning from home. All the achievements were celebrated and can be found on our Reconnection Sway by following the link below. Now we are back together as a school we cannot yet have parents' carers in the school building. To ensure we continue to have open lines of communication we have adopted the 'school app for parents.' It allows all parent/carers to have all information sent to their phone. All achievements are celebrated in school and sent home on the app using videos and PDF documents.

Celebrating achievement Reconnection SWAY



<https://sway.office.com/gn7XEOEyHHgx482y?ref=Link>

Comments from parents, pupils, staff and partners about the school have been very positive in nature and have included:

Working at South Park feels like being part of a big family. We all have the same values and I enjoy the ethos of fun and mutual trust and respect. I always have opportunities to further develop my skill set.
Lisa Avery Support Staff Member

Beginning my teaching career at South Park Primary School has been a fantastic and enjoyable experience. All members of staff have made me feel welcome and supported throughout my NQT year. South Park have many experienced teachers who I regularly observe to identify various techniques, which I can adopt to develop my own professional practice.
Miss Taylor Miller NQT

South Park has a real sense of community. I feel that the staff are really committed to involving the children and their families in the day to day running of the school. Meeting the needs of the children as well as the wider community. All staff are very friendly, approachable and happy to help in any way they can. They go above and beyond!
Kerri Todd Parent

Many people who visit the school comment on the lovely atmosphere that the school has and I believe this is down to the dedicated staff who work so well together. It is a privilege to work with a team of people who are so committed to creating a nurturing and supportive environment for all, staff and pupils alike.
Susan Tullett Nurture Teacher

As a Mum of three boys I feel very lucky that our boys attend such a great school. The communication from the office staff, class teachers, teaching assistants up to the Head teacher has been amazing, especially during the Covid pandemic. The Google classroom & see saw app have been excellent in ensuring that our children's education can continue.
Caroline Andrew Parent

The staff team within South Park Nursery always have our children and their family's best interests at heart. Every member of the team is dedicated to our children and ensuring we meet their needs in the best possible way. We are open, kind, caring and treat everyone with dignity and respect. I am proud to say that I am part of a team who always put our children first.
Jacqueline Myles Early Years Team Leader

The staff are fantastic. Quick to help support your child. Very welcoming school and staff are easy to reach out to.
Debbie Muir Parent

The full school staff are amazing with my girl and I can send her to school relaxed and comfortably knowing she is well cared for and not only that but most importantly Kiera herself is comfortable going to school and allowing the girls take care of her especially with the diabetes as they have taken the time to build up a bond with Kiera. I cannot thank Mrs McNeil and the full staff at South Park for the love and support they give me as a family.

Nicolle Western Parent

6. The Curriculum

Curriculum for Excellence is the name given to the curriculum in Scotland for all children and young people aged 3-18. It is a forward looking, coherent, more flexible and enriched curriculum that provides young people with opportunities to engage with the knowledge, skills and attributes they will need to flourish in life, learning and work, now and in the future.

The curriculum includes all of the experiences that are planned for children and young people to support the development of their skills, wherever they are being educated, for example in the family and community, pre-school centre, nursery and school. This broad, general education will allow them to become successful learners, confident individuals, responsible citizens and effective contributors to life in the 21st century.

In taking this forward our school will work closely with South Lanarkshire Education Resources and other services to enrich the curriculum to provide the best possible education for all children and young people. We wish you to feel confident that your child is encouraged and supported to develop their literacy, numeracy and other skills whilst they attend our school. The curriculum areas are as follows:

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

If you want to know more about Curriculum for Excellence, please visit website <http://www.educationscotland.gov.uk/thecurriculum/> or www.parentzonescotland.gov.uk.

Our learning and teaching activities are based on the outcomes and experiences in the guidelines that all schools have for Curriculum for Excellence.

Level	Stage
Early	The pre-school years and Primary 1 or later for some.
First	To the end of Primary 4, but earlier or later for some.
Second	To the end of Primary 7, but earlier or later for some.

Literacy and English

Language is fundamental to our understanding of the world and permeates all areas of the curriculum. We aim to give our pupils a rich experience in all aspects of literacy which includes: Reading, Writing, Listening and Talking.

We adopt a flexible groupings approach to develop literacy throughout the school. Children choose the level of challenge in the tasks that they do.

Reading is developed using Novel Studies and higher order reading skills. At South Park we promote a whole school skills-based approach to the teaching of reading. We aim to foster a love of books and embed a culture of reading throughout the school.

We have recently introduced a new whole school approach to the teaching of Writing called 'Talk for Writing'. 'Talk for Writing' enables children to imitate the language they need for a particular topic orally before reading and analysing it and then writing their own version.

I have enjoyed having a new teacher in Primary 4 and being upstairs in the school. I really enjoy our class 'Talk for Writing' lessons which have helped to improve my writing skills.
Liam P5

"I loved learning the story of Jack and the Beanstalk during Talk for Writing time. I can't wait to write my own stories."
Max P3

I have improved at writing different types of stories. I can add more description, details and use different types of punctuation.

Emma Hart – P6

I am working on extending my stories by adding more details to my writing.

Jude Morrison P6

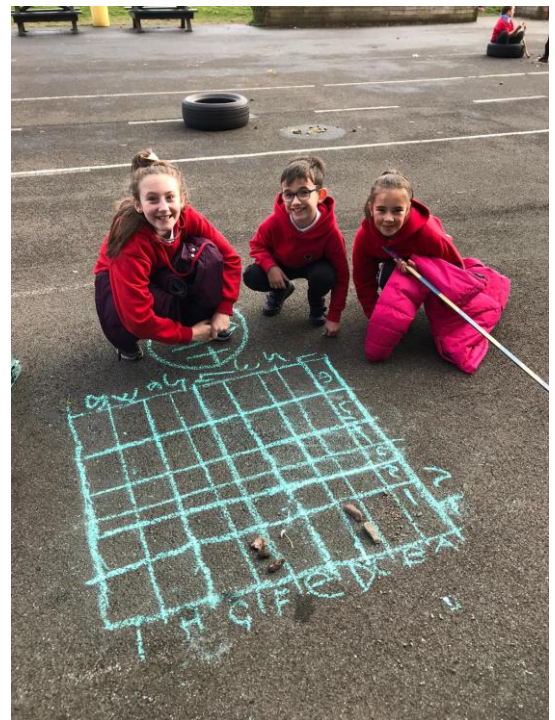
Numeracy and Mathematics

We aim to equip our children with a positive attitude to maths that will give them confidence and the appropriate strategies to use.

Our approach to maths is an activity based one where the children discover through handling material and “doing” rather than carrying out simple written activities. In this way we seek to enhance the child’s understanding. Reinforcement is often done by using maths games where children apply the concepts learned. We find that this approach provides motivation and interest. Emphasis is put on the acquisition of mental maths skills and strategies encouraging learning of facts for quick recall.

I have really enjoyed developing my maths skills and doing our morning 'Number Talks' questions.

Louisa Mae P5



Social Studies

This all embracing heading includes, People, past events and societies, People, place and environment and People, society, economy and business. Social studies is taught using the interdisciplinary approach.

I have really enjoyed learning about The Wars of Independence because I love learning about Scotland's history. I especially liked the battles.

Harry Schofield – P6

Science

Science is an important part of our heritage and we use its applications every day in our lives at work, at leisure and in the home. Through learning in the sciences, children and young people develop their interest in, and understanding of, the living, material and physical world. Throughout their time in primary school children will learn about Planet Earth, Forces, Electricity and Waves, Biological Systems, Materials and Topical Science.

I like science because we learn things like how ice can melt and turn into water. When you freeze water it turns back into ice.

Myley McCann (P4)

We have been learning about forces. We were able to make a balloon reindeer slide across a piece of string.

Thomas Walker (P4)



Expressive Arts

The Expressive Arts are rich and stimulating, with the capacity to engage and fascinate learners of all ages, interests and levels of skill and achievement. Pupils are encouraged to be creative and to develop skills and talents in music, dance, drama and art. The expressive arts curriculum is often topic related and is delivered in an interdisciplinary way.

"We get to express ourselves through Art, Music and Dance. I love linking Art to our topic work."
Hayden (P7)

Religious and Moral Education

For further information on religious and moral education, please see the information contained under the heading of Spiritual, Social, Moral and Cultural Values.

Health and Wellbeing

It is our aim for pupils to become confident, responsible members of society. With this in mind, we engage in P.E., Citizenship and Health Programmes which include Mental, Emotional, Social and Physical Wellbeing. As part of the National Guidelines we deliver 2 hours of P.E. per week.

"PE and Health are important to me inside and outside of school. We always learn lots of sports in school. I have enjoyed learning about positive relationships in P5. I now know what it means to be a good friend."
Harry (P6)

Technologies

Scotland has a strong tradition of excellence and innovation in technological research. Learning in the technologies enables children to be informed, skilled and thoughtful, adaptable and enterprising citizens. The technologies framework includes technological developments in society, I.C.T. to enhance learning, Business, Computing Science, Food and Textiles. In South Park, I.C.T. skills are taught discreetly and also as part of the wider curriculum. Children benefit from learning using computers, laptops, iPads and Chromebooks.

"We really enjoy using ICT to support our learning. We are constantly developing new skills that will help us throughout school and when we enter the world of work."
(P7)

Opportunities to continuously develop the curriculum are being offered to schools through Curriculum for Excellence. The aim of our curriculum is to develop the 4 capacities in each pupil of:

- *Confident Individuals*
- *Responsible Citizens*
- *Successful Learners*
- *Effective Contributors*

At South Park we have a focus on Pupil Voice and Pupil Leadership. Every leadership group has an area of responsibility and they are continually consulted on areas for improvement in our school community. The groups also organise events for the whole school and carry out the individual leadership roles linked with each group respectfully and responsibly.

Below are all the leadership Groups in South Park:

Pupil Leadership Group, Play Leaders, Lunch Leaders, House Leaders, Digital Leaders, Literacy Leaders, Numeracy Leaders, Safety leaders, Sports Leaders, Sustainability Leaders.

Spiritual, social, moral and cultural values (religious observance)

Right of Parent/Carers

Scottish Government Ministers consider that religious observance complements religious education and is an important contribution to pupils' development. It should also have a role in promoting the ethos of a school by bringing pupils together and creating a sense of community.

There is a statutory provision for parents to withdraw children from participation in religious observance. This right of parents' wishes will be respected.

Where a child is withdrawn from religious observance, schools will make suitable arrangements for the child to participate in a worthwhile alternative activity.

Integral to this guidance is the principal of mutual respect. The diversity of belief and tradition provides an ideal context in which pupils can learn about, and so learn from, what is important in the lives of themselves and others. South Lanarkshire's guidance recognises and welcomes diversity and promotes respectful understanding.

Parents may request that their children be permitted to be absent in order to celebrate recognised religious events. Advance notice should be provided to the school when children will be absent. Appropriate requests will be granted and the pupil noted as an authorised absentee in the register.

7. Assessment and tracking progress

Assessment is an integral part of learning and teaching. It helps to provide a picture of our pupils' progress and achievements and to identify next steps in learning.

Assessment is ongoing, periodic and transitional. A joined up approach to planning for learning and teaching is underpinned by valid, reliable and proportionate assessment. Staff use a range of evidence based on the breadth, challenge and application of learning to determine if a learner has achieved a level. Learners are involved in planning assessment, discussing progress and planning next steps in learning.

Teachers in South Park use both formative and summative approaches to assessment. Formative assessment is used regularly to support pupils' learning and progress throughout the year.

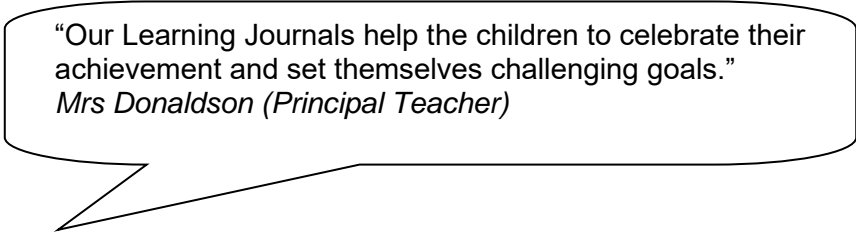
Summative assessment is used as necessary to sum up pupils' progress and achievement for reporting to others and, used to inform next steps in planning and learning.

Our assessment is based on the principles of Assessment is for Learning.

- Assessment for Learning - where learners are clear about what is to be learned and what success will look like, are given timely feedback on the quality of their work and how to make it better, and are included in deciding the next steps for learning.
- Assessment as Learning – where learners take part in assessment, reflect on their own learning and take responsibility for their own learning.
- Assessment of Learning – which helps teachers understand how much and how well pupils have learned in the various aspects of the curriculum.

In South Park, pupils and staff use Learning Journals to record pupil learning, achievements and progress, which is sent home and shared with parents. Within the Learning Journals, staff and pupils have identified targets and next steps in learning and these are evaluated regularly.

Pupil progress is monitored and tracked and reported to parents through written reports and at parent interviews.



“Our Learning Journals help the children to celebrate their achievement and set themselves challenging goals.”
Mrs Donaldson (Principal Teacher)

8. Reporting

South Park Primary School recognises that good teamwork among parents, children and schools is the key to a successful education for your child. Reporting will be ongoing and comprise of a range of activities which can include children presenting their learning, newsletters, and ongoing oral discussions.

We will provide parents with reports so that you can see what your child is doing and how they are progressing. In addition, there will be parents' meetings which offer you the opportunity to discuss how your child is progressing and how you can contact the school if you wish further information. The school will offer you an appointment time so that you can visit in person to discuss your child's education.

Our 'learner reports' will help you to get to know more about the curriculum which each child follows and will describe their strengths, achievements and areas for development so you know what encouragement and support you can give.

We welcome any comments or additional information from parents to help us provide the best possible education for your child.

The way we report to parents has been quite different in this session due to the pandemic. We have a framework which we follow which is available on our website. All parents and carers have access to their child's Google classroom and their individual Seesaw account. This provides regular updates and insights into the learning that is taking place. Progress is reported through email, termly planners and interim reports.

Covers all areas of Skye's learning and compliments Skye's behaviour, kindness and attitude to learning. Reading this will give Skye a big boost in confidence.

Mrs McCrimmond

It's lovely to hear he is doing so well with numeracy in school. He is always asking us to ask him sums in the house! He is really enjoying school especially the endangered animals topic just now and we have been watching nature programs with him at home and he will watch YouTube videos himself about sea creatures and dinosaurs and tells us all about them.

Mrs Douglas

9. Transitions

Pupils normally transfer from primary to secondary school between the ages of 11½ and 12½, so that they will have the opportunity to complete at least 4 years of secondary education. Arrangements are made by the school to transfer children to the associated secondary school as determined by their home address. Parents of P7 children will be informed of the transfer arrangements made for their child to attend secondary school.

We will also provide you with information at this time on events designed to support P7 children before they move on to secondary school

Change of School/Placing Request

Normally children attend the school in their catchment area. However, there are times when parents may wish their children to go to other schools. If you wish your child to go to another school then you may make what is known as a 'placing request'. If you live in South Lanarkshire and decide to submit a 'placing request', we are unable to reserve a place in your catchment school until the Council have made a decision on the 'placing request'. Please note if your 'placing request' application is unsuccessful and all places at your catchment school are filled you will be offered a place at the next nearest appropriate South Lanarkshire School.

Please note that if an application for a 'placing request' is successful then school transport is not provided.

If you move outwith your catchment primary school a 'request to remain form' must be completed. If you move outwith your catchment primary, this may affect your right to transfer to the associated Secondary School. Please note the secondary school is determined by the pupil's permanent home address and chosen denomination. If you require further information, please contact Education Support Services on edsuppserv.helpline@southlanarkshire.gov.uk or **0303 123 1023**.

10. Support for Pupils

Getting it right for every child.

Getting it right for every child (GIRFEC) supports families by making sure children and young people can receive the right help, at the right time, from the right people. The aim is to help them to grow up feeling loved, safe and respected so that they can realise their full potential.

Most children and young people get all the help and support they need from their parent(s), wider family and community but sometimes, perhaps unexpectedly, they may need a bit of extra help. GIRFEC is a way for families to work in partnership with people who can support them, such as teachers.

If you have any concerns about your child's wellbeing, you can speak to the named person who will work with you to provide support and decide how to move forward. Your school will let you know who this is. It is likely to be the Head Teacher in a primary school and a principal teacher (pupil support) in Secondary.

More information can be found on:
www.scotland.gov.uk/gettingitright

Support for All (Additional Support Needs)

A statement of the school policy in relation to pupils with additional support needs, including the assistance given to pupils experiencing learning difficulties who do not have a co-ordinated support plan should be given.

The range of additional support for learning catered for, and the specialist services provided along with details on unit(s) and/or class(es) that the school offers.

The number of pupils who have a co-ordinated support plan should be shown. (Where the number of pupils who have a co-ordinated support plan is between 1-4 inclusive, it should not be published in the school handbook).

South Lanarkshire Education Resources have published a series of leaflets available which cover information for parents and carers about the Additional Support for Learning Acts.

In keeping with duties set out in the Education (Additional Support for Learning) (Scotland) Act 2004 (as amended) the guidance states that handbooks should specifically mention Enquire, the Scottish advice service for additional support for learning.

Enquire is funded by the Scottish Government to provide information on the framework for supporting children who require additional support for learning and to encourage positive partnerships between families, schools and local authorities to ensure children get the right support.

Enquire – the Scottish advice service for additional support for learning

Enquire offers independent, confidential advice and information on additional support for learning through:

Phone Helpline: 0345 123 2303

Address : Enquire
Children in Scotland
Rosebery House
9 Haymarket Terrace
Edinburgh
EH12 5EZ

Email Enquiry service: info@enquire.org.uk

Advice and information is also available at www.enquire.org.uk

Enquire provides a range of clear and easy-to-read guides and fact sheets including The parents' guide to additional support for learning.

If you would like to order our leaflets, postcards or guides to share with parents and carers of pupils in your school, please contact us on info@enquire.org.uk

Attachment Strategy for Education Resources

Attachment – what we do to support children and young people

South Lanarkshire Council Education Resources is committed to improving outcomes for children and young people by creating emotionally supportive learning experiences in our nurseries and schools.

The Education Resources Attachment Strategy supports the action in the 'Getting it Right for Every Child in South Lanarkshire's Children Services Plan 2021-23', following the launch of the Attachment Strategy in 2020, to provide staff training in Attachment and Trauma based practice.

What does it set out to do?

The aim of the strategy is to promote better experiences of attachment for South Lanarkshire's children and young people and to ensure that all education practitioners understand the importance of attachment theory and its application and how positive relationships can make a difference to outcomes.

How can I find out more?

South Lanarkshire Council Education Resources have published a series of leaflets and posters for establishments and for parents/carers which aim to share information on attachment theory and on how this informs the ways in which we support children and young people.

These are available in schools and on the SLC Staff Learning Centre Sway accessible by teachers and staff.

11. School Improvement

In South Park we want all our pupils to succeed. We believe we can make a lasting difference when we focus on specific goals and strategies for change. School improvement planning is a process through which schools set goals for improvement and make decisions about how and when these goals will be achieved. The ultimate objective of the process is to improve pupil achievement by enhancing the way curriculum is delivered, by creating a positive environment for learning and by increasing the degree to which parents are involved in their children's learning at school and in the home.

This session our main focus has been on a Recovery Plan to support all our families and carers through the Pandemic. Our first priority has been making sure the children feel safe and happy at school whilst still receiving high quality educational experiences. Through various digital platforms we are ensuring all children have a seamless transition between in school learning and home

learning. We have prioritised learning in Literacy, Numeracy and Health and Wellbeing. Below are our main Recovery Planning targets for our school community. The whole detailed Recovery Plan can be accessed on the school website.

Health and Wellbeing

- Evaluate current emotional wellbeing of pupils on return to school post Covid lockdown using existing SP survey to establish baseline and thereafter monitor on a monthly basis.
- Continuation of nurturing approach and recognition that 'all behaviour is communication'.
- Curricular emphasis on Health and Wellbeing to help children to identify and regulate their emotions, reconnect and re-establish quality relationships with friends and staff.
- Evaluate current emotional wellbeing of parents on children's return to school post Covid lockdown using adapted version of SP survey, to establish baseline and thereafter monitor on a monthly basis.
- Allocate children family group to ensure connectedness and promote a culture of belonging.
- Continue to embed established school values
- Keep parents informed via established Twitter feed of A-Z of Attachment.
- Virtual platforms utilised to engage stakeholders in the wider school community.
- Continue to promote and embed our school values of 'Equity' and 'Respect' across the school community to ensure that relationships between home and school are genuine and that staff are available and approachable

Curriculum

- Focus on Numeracy and Mathematics, Literacy and Health and Wellbeing through skills based approach
- Themed weeks (longer term blocks)/same topics across stages to facilitate collegiate working and make blended learning easier for all families
- Continue to embed Nurturing approach

Assessment

- Assess current HWB of pupils using the Covid adapted South Park Survey and through observation and dialogue.
- Use SeeSaw app as a continuous assessment tool to moderate learning at home.
- Baseline assessment to be completed on return to school to assess Covid-19 impact on attainment. This will inform recovery planning.

12. School policies and practical information

Nursery

All children attending a local authority nursery will be provided with a free lunch. In addition, if your child attends long mornings or afternoons e.g., over 4 hours 30 minutes they will be provided with a 'brunch' or 'afternoon tea'.

Nursery lunches and snacks are based on nutritional requirements from the NHS "Setting the Table" guidance.

Nursery age children will also receive milk and a healthy snack free of charge under the Milk and Healthy Snack scheme 2021. This will be provided by the establishment

Healthy eating is something that the school supports and a range of meals are available at lunchtime that meet the Nutritional Requirements for Food and Drink in Schools (Scotland) Regulations 2020

All primary aged pupils are also offered a free breakfast within their school. The selection available includes cereal, toast, fruit and milk.

For their lunch each day pupils have the option to choose from two hot meal options, a snack option plus a vegan / vegetarian option. These are all served with vegetables or side salad. All

meals also come with fresh chilled drinking water, salad, seasonal fruit and depending on the day - soup or a dessert.

Pupils in:

- Primary 1 - 4 receive a free school lunch.
- Primary 5 - 7 meal cost is £1.95

In January 2022 Primary 5 pupils will also receive a free lunch and by August 2022 all primary school pupils will be eligible for a free lunch.

School lunches and milk can be paid for through your Parentpay account or Paypoint facilities in local shops.

Free School Meals

Children of parents who receive the following benefits are entitled to a free lunchtime meal for their child

- Income Support, Universal Credit (where your take home pay is less than £610 per month), Job Seeker's Allowance (income based), Employment and Support Allowance (income related), Working Tax Credit and Child Tax Credit (where your gross annual income does not exceed £7,330 as assessed by the HM Revenues and Customs), Child Tax Credit Only (where your gross annual income does not exceed £16,105 as assessed by the HM Revenues and Customs) or receive support under Part VI of the Immigration and Asylum Act 1999.

If you are in receipt of Housing Benefit and/or Council Tax Reduction from us there is no need for you to apply online, we will use the information we hold to automatically award free school meals (P4 to S6) and/or school clothing grants (P1 to S6) to eligible families.

We would encourage parents of children who are in receipt of any of the above benefits to take up this opportunity of having a meal provided for their child when they are at school. Arrangements are in place so that children who receive free meals are not singled out and we encourage all children to remain in school at lunch time.

South Lanarkshire Council also offers a free Breakfast service. At South Park the service runs from 8.15am to 8.45am each school day.

School uniform

We ask all parents/carers to support the school by encouraging your child(ren) to adhere to the agreed dress code and the wearing of our school uniform. The wearing of a school uniform helps promote the identity of the school in the local community and helps create an ethos of sharing and pride in the school.

In addition, the wearing of a uniform helps towards increasing the protection of all pupils. The wearing of a uniform helps staff and the pupils to distinguish between who belongs to the school and those who may be visitors. This enables staff to approach and identify visitors more readily and helps in trying to offer a safer environment for pupils and teachers alike.

Equality of opportunity is an important aspect of the life of the school. Any proposals on the dress code and on what constitutes the school uniform will be the subject of discussion with the Parent Council and where appropriate consultation with parents, pupils and staff.

There are forms of dress which are unacceptable in all schools such as:

- the wearing of football colours

- clothing with slogans that may cause offence (anti-religious, symbolism or political slogans)
- clothing which advertises alcohol, tobacco or drugs
- clothing which can be deemed unsuitable in terms of health and safety grounds such as shell suits, combat style clothing, dangling earrings, loose fitting clothes particularly in practical classes
- articles of clothing that could be deemed to inflict damage on other pupils or be used by others to do so
- footwear that may damage flooring.



Allergies

A significant number of children and young people in our schools will have allergies and it is important that parents keep the school fully informed on these matters.

Allergies can present in a variety of ways and can occur at any point in a person's life. Symptoms range from mild to severe. Children and young people known to have an allergy with moderate to severe symptoms will likely have a Health Care Plan drawn up by the NHS. This will detail symptoms and appropriate interventions.

It is vital that parents share this information with the school and continue to provide any updated information.

Where symptoms are mild and a Health Care Plan is not in place, parents should still continue to liaise regularly with the school on any new triggers, medications and actions required.

In all cases, our employees need to know your child's symptoms, treatments and any actions required to help prevent exposure to the allergen and minimise the risk of allergic reactions.

Employees in schools will receive training on allergies and will liaise with parents and NHS on any additional specialist training required.

In supporting children and young people with allergies, school employees will operate in accordance with South Lanarkshire Council's Safe Systems of Work / risk assessment and national guidance on the administration of medicines.

Support for parent/carers

Clothing grant

In certain circumstances the Council provides support to parents/carers for the purchase of school wear.

Applications can be made online at www.southlanarkshire.gov.uk. If you are required to submit evidence of your Tax Credit income it is important that a copy of this evidence is attached to your online application. Should you require further information or you are unable to submit an application online then please contact the helpline number **0303 123 1011** (option 5).

School hours/holiday dates

Since the pandemic we have staggered entry and exit times to enable social distancing. The times are as follows:

Monday-Friday

Drop off time 8.45-8.55am	P4-P7 and nursery
9am-9.10am	P1-3
Break 10.15-10.30	P3, P4 and P6
10.40-10.55	P1, P2, P5 and P7
Lunch 11.30-12	Nursery
12-12.45	P3, P4 and P6
12.30-1.15pm	P1, P2, P5 and P7
Pick Up Time 2.50pm-2.55pm	P1, P2 and P3
3pm	P4, P5, P6 and P7

See attached list showing school holiday dates.

Enrolment – how to register your child for school

To register your child for school you should complete our online registration form. This can be done using the South Lanarkshire website.

www.southlanarkshire.gov.uk/info/200186/primary_school_information/392/enrolling_your_child_for_school If you have any difficulty in identifying your catchment school, please email Edsuppserv.helpline@southlanarkshire.gov.uk

The online registration form will ask you to provide each child's full birth certificate and two pieces of recent official documentation both containing your permanent home address for example a utility bill, council tax statement, housing rent card, child benefit documentation.

Proof of where the child lives may also be needed.

If your child attends nursery of your catchment school don't assume that they will be automatically transferred. You must register them as normal.

If your child is starting school for the first time you must enrol your child at their catchment school in January. If parents want their child to go to another school, they must enrol in the first instance with their catchment school and ask for an information leaflet that provides details on how to make a placing request. An online placing request form is available from the SLC website – www.southlanarkshire.gov.uk or by contacting edsuppserv.helpline@southlanarkshire.gov.uk

Enrolment date for 2022 is week commencing 17 January 2022.

Transport

School transport

South Lanarkshire Council has a policy of providing school transport to primary pupils who live more than one mile by the recognised shortest walking route from their catchment school. This policy is more generous than the law requires. This means that the provision of transport could be reviewed at any time. Parents who consider they are eligible should complete a online www.southlanarkshire.gov.uk or contact **0303 123 102**. These forms should be completed and returned before the end of March for those pupils starting the school in August to enable the appropriate arrangements to be made. Applications may be submitted at any time throughout the year and will be considered by Education Resources.

A privilege transport scheme is operated for mainstream school contracts where a pupil is not entitled to free school transport. Privilege transport will only be granted providing there is spare capacity on an existing school contract and will be from and to designated pick up and drop off points. Privilege transport will not be provided where a service bus is used on the school run. Any spare capacity will be allocated using agreed priorities. More information on school transport is available

www.southlanarkshire.gov.uk/info/200188/secondary_school_information/545/school_transport or phone **0303 123 1023**.

Insurance for schools – pupils' personal effects

South Lanarkshire Council is concerned at the level of claims being received for loss or damage to pupils' clothing or personal effects. Parents are asked to note the Council's position in terms of insurance for pupils' personal effects:

(i) Theft/loss of personal effects

The Council is not liable for the loss or theft of pupils' clothing or personal effects for example mobile phones, tablets etc. and any items are therefore brought into the school at the pupil/parents' own risk.

Parents can assist by ensuring that valuable items and unnecessarily expensive items of clothing are not brought to school.

Teachers and other staff have been advised not to accept custody of any such items.

The same principle applies to musical instruments and other equipment used for activities within the school, which belong to the pupil, but are brought into the school. Parents should be aware that if such equipment is left in school, it is done at the pupil/parents' own risk.

In the case of valuable items such as musical instruments, parents should ensure that these items are covered by their own household insurance.

(ii) Damage to clothing

The Council is only liable for damage caused to pupils' clothing where the damage has resulted from the negligence of the Council or one of its employees. Claims arising otherwise will not be accepted by the Council's insurers.

Family holidays during term time

Every effort should be made to ensure that your child attends school during term time. Please contact the school as soon as possible if your child is unable to attend school.

Family holidays should be avoided during term time as this both disrupts the child's education and reduces learning time. If holidays are taken during times when the school is open parents should inform the school in advance by letter.

If your child is taken on a family holiday during term time then in line with Scottish Government advice this will be classified as an unauthorised absence. However, in exceptional circumstances schools may register a family holiday during term time as an authorised absence when for example, parents are unable to obtain leave during the school holiday period.

Clearly, absence with no explanation from parents will mean that the absence will be recorded as unauthorised.

In our approach to raising attainment and achievement it is recognised that attendance at school is something that should be continuously encouraged. Parents/carers, children and the school all have a part to play in encouraging and stressing the importance of attendance at school.

The school holiday dates and in-service dates are available from the website www.southlanarkshire.gov.uk

Promoting positive behaviour

It is the responsibility of staff within the school to ensure that parent council members, parents and pupils are involved in the creation of a positive school ethos that encourages good behaviour. Equally, the school whilst trying to promote positive behaviour must support young people should incidents or bullying occur. Parents have a significant role to play in working with the school so that teachers, parents and pupils know what is expected of them in trying to change the behaviour and attitudes that contribute to bullying behaviour.

Our approach is to create an environment where better behaviour will encourage better learning. The school, along with the support of parents, can work together to create a learning environment which young people can enjoy and feel safe.

Incidents of bullying should be reported to the school immediately so that each alleged incident can be looked at. Together we can work towards creating a safer school for children and staff.

In addition, a guideline (Promoting Positive Relationships and Behaviour) has been produced to support all teaching and support staff and inform them of their roles and responsibilities in respect of dealing with the small number of children and young people who display challenging behaviour. Early identification is crucial so that intervention can be provided to support children and young people to help them address their issues and concerns. Staff training is provided to help develop the skills needed to respond to and manage challenging behaviour. A wide range of appropriate staff development opportunities has been developed for this purpose.

Promoting Positive Behaviour at South Park

We work hard to create a secure, caring and positive environment where children can learn and flourish. We encourage children to develop mutual trust and respect, co-operation, teamwork, fair play and responsibility.

Positive Behaviour Strategies

We wish to encourage a partnership with parents/carers to ensure the best possible standard of pupil behaviour. We recognise there are times when school can be a challenging social setting for everyone and that there may be times when children need support. They may feel frustrated, angry or upset. Our aim is to support our children and we use restorative approaches to do this. This involves

- ✓ Helping young people make good choices
- ✓ Encouraging them to think about what to do to put things right
- ✓ Encourage them to think about the feelings of others
- ✓ And for all of us to consider how our behaviour impacts on others

Child Protection

All staff in educational establishments in South Lanarkshire Council receive an annual Child Protection update and are required to follow the advice and guidance contained within relevant Education Operating Procedures. They must also complete a mandatory Learn on Line Course "Child Protection in Education".

South Lanarkshire's children's services partnership works together to support children, young people and their families so that children grow up in communities where they are safe, healthy, active, achieving, respected, responsible and included, and have the opportunity to achieve their full potential. They are committed to continuously improve our services to ensure children, young people and their families get the right support at the right time.

Sometimes children and young people need additional help to make sure that they are "*cared for and protected from abuse and harm in a safe environment in which their rights are respected*" (CPC South Lanarkshire Child Protection shared vision). The Child Protection Committee has the overarching responsibility to ensure that agencies individually and collectively work to protect children and young people as effectively as possible.

All staff have a responsibility to report any suspicions that a child has been abused or is at risk of harm, abuse, or neglect. Robust procedures and guidance are in place to support education staff to: -

- be alert to signs that a child may be experiencing risks to their wellbeing,
- report concerns to the head of establishment or the child protection coordinator without delay.
- be actively engaged in support and protection and development of wellbeing.

If you would like more information, or have a concern of a child protection nature, please contact the head of the educational establishment which your child attends.

The Child Protection Committee's website has a range of useful information for parents/carers to help them keep their children safe. www.childprotectionsouthlanarkshire.org.uk

Information on emergencies

We make every effort to ensure the school remains open during term-time for pupils. However, on occasions circumstances may arise which can affect the school. Schools may be affected by, for example, severe weather, power failures or through any other circumstances that may impact on the school day. In such cases we shall do all we can to let you know if this happens. We shall keep you in touch by telephone, text, where appropriate, letters, web news and through local radio stations particularly if there are prolonged periods of severe weather. The Council's website www.southlanarkshire.gov.uk will be used to let you know if the school is closed and when it will re-open.

It is important for parents/carers to let the school know of any change to your mobile/home telephone number and change of address.

If for any reason, you are unsure if the school is open visit the website www.southlanarkshire.gov.uk or email education@southlanarkshire.gov.uk

Your commitments

We ask that you:

- support and encourage your child's learning
- respect and adhere to the schools policies and guidance
- let the school know if you change your mobile/telephone number and/or address

- enjoy and take part in school activities
- accept your responsibility to respect staff who work in the school and for the school to be proactive in taking forward it's commitment to care for and educate your child.

Information on emergencies

We make every effort to ensure the school remains open during term-time for pupils. However, on occasions circumstances may arise which can affect the school. Schools may be affected by, for example, severe weather, power failures or through any other circumstances that may impact on the school day. In such cases we shall do all we can to let you know if this happens. We shall keep you in touch by phone, text where appropriate, letters, web news and through local radio stations particularly if there are prolonged periods of severe weather. The Council's website www.southlanarkshire.gov.uk will be used to let you know if the school is closed and when it will re-open.

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Your Commitments

We ask that you:

- support and encourage your child's learning
- respect and adhere to the school's policies and guidance
- let the school know if you change your mobile/phone number and/or address
- enjoy and take part in school activities
- accept your responsibility to respect staff who work in the school and for the school to be proactive in taking forward its commitment to care for and educate your child.

General Data Protection Regulation as supplemented by the Data Protection Act 2018 (GDPR)

Information on pupils, parents and guardians is held by the school to enable the teaching, registration and assessment of pupils as well as associated administrative duties. The information is stored and used as per the requirements of the GDPR, with South Lanarkshire Council defined as the data controller. The Council have established a data protection policy that applies to all of its school.

Education Resources has also prepared a privacy notice (below) which sets out how we will deal with personal information as part of our statutory function as an education authority. For more information please contact the school.

Privacy Notice

Introduction

In line with the General Data Protection Regulation (GDPR) we have produced this privacy notice to inform you how we deal with personal information as part of our statutory function as an education authority.

The Council has a legal obligation to deliver effective education services to children, young people and adult learners in South Lanarkshire. In order to do this we need to collect personal information about children, young people and their families so that we can help them to learn and keep them safe.

Using your personal information

The Council is a “controller” of the personal information you provide when enrolling for a nursery or school, applying for an education service or participating in groups or activities provided by Education Resources.

Information we collect from you about you and your child at enrolment

When you enrol for a nursery or school, we ask for the following information:

- parent/carer contact details (name, address, phone, email);
- the child’s name, date of birth, gender and address;
- information about medical conditions, additional support needs, religion and ethnicity;
- any information you may wish to provide about family circumstances.

Information we collect at other times

We will also collect information at other times such as when you apply for a benefit, request a services or other support. We will provide an additional privacy notice at these times.

- If you apply for an education service or benefit, such as school transport, free school meals, clothing grant, placing request or EMA, we will also ask for personal information as set out above. We will also ask for information about your income for education benefits applications.
- If you make a request for additional support such as an educational psychologist or other support for learning we will ask for more detailed information to allow us to provide the most appropriate support for your family. This may include information about family circumstances or medical conditions.
- If there are concerns about your child’s wellbeing and/or your child has needs that may require additional support, we will wish to work with you to collect and consider information to enable us to help you get the right support at the right time in line with the Getting it right for every child approach.

We require this information to ensure that children and young people are educated appropriately, supported, and that we take account of their health and wellbeing. We will also ask you to update this information annually and to tell us when there are changes to your details.

Information that we collect from other sources

As an education authority and as part of our statutory function in accordance with our legal obligations, we receive information from other sources such as the SQA, the NHS or Social Work about you or your child, this includes:

- exam results and assessment information;
- information about health, wellbeing or child protection.

Why do we need this information?

We need this information so the Council can ensure it is delivering education services appropriately to all learners:

- for the education of children, young people and adult learners;
- for teaching, enrolment and assessment purposes and to monitor the educational progress of children, young people and adult learners ;
- to keep children and young people safe and provide guidance services in school;
- to identify where additional support is needed to help children, young people and adult learners with their learning;
- to maintain records of attendance, absence and behaviour of children and young people (including exclusions);
- to support children and young people moving on each year from nursery to primary, primary to secondary and when they move or leave school;
- to help us develop and improve education services provided for young people, adult learners or families
- In accordance with our legitimate interests as an education authority we will also use your information to create statistical reports.

We will share your information with:

As an education authority and as part of our statutory function in accordance with our legal obligations we will share information with other bodies or parts of the Council, including:

- The Scottish Government and bodies such as Education Scotland, Scottish Qualifications Authority, Skills Development Scotland and other organisations that support children and young people's learning;
- Other parts of the Council when required for services such as school meals, school transport, education benefits and with Social work in connection with any child protection concerns we become aware of;
- The NHS, to support health initiatives in accordance with the legal obligation on the Council in terms of section 39(3) of the National Health Service (Scotland Act 1978);
- South Lanarkshire Leisure and Culture Limited, where children and young people are participating in sports and leisure activities;
- Other schools/local authorities – if a child moves or transfers to another school the Council has an obligation to pass on information with regards to pupil records to the new school/local authority.

You have the right to access your personal information as well as the rights of rectification, erasure, restriction and the right to object. For information on these rights and how to exercise them or for information about how we manage your personal information, you can get a copy of our full privacy notice from our website: (https://www.southlanarkshire.gov.uk/info/200235/meta/1730/general_privacy).

Our full privacy notice will also provide information on how to make a complaint or to request a paper copy of the privacy notice from the Data Protection Officer.



Education Resources

School Holiday Dates Session 2022/2023

Break	Holiday dates		
First Term	Teachers In-service	Monday	15 August 2022
	In-service day	Tuesday	16 August 2022
	Pupils return	Wednesday	17 August 2022
September Weekend	Closed on Re-open	Friday Tuesday	23 September 2022 27 September 2022
October Break	Closed on Re-open	Monday Monday	17 October 2022 24 October 2022
	In-service day	Monday	14 November 2022
Christmas	Close on Re-open	Friday Monday	23 December 2022 (2.30pm) 9 January 2023
Second Term			
February break	Closed on	Monday and Tuesday	13 February 2023 14 February 2023
	In-service day	Wednesday	15 February 2023
Spring break/Easter	Close on Re-open	Friday Monday	31 March 2023 (2.30pm) 17 April 2023
Third Term			
Local Holiday	Closed	Monday	1 May 2023
	In-service day	Tuesday	2 May 2023
Local Holiday	Closed on Re-open	Friday Tuesday	26 May 2023 30 May 2023
Summer break	Close on	Tuesday	27 June 2023 (1pm)
Proposed in-service days	Monday 14 August 2023 Tuesday 15 August 2023		

Notes

- ◆ Good Friday falls on Friday, 7 April 2023
 - ◆ *Lanark schools will close Thursday, 8 June 2023 and Friday, 9 June 2023*
 - ◆ Schools will close at 2.30pm on the last day of terms 1 and 2 (Friday, 23 December 2022 and Friday, 31 March 2023)
 - ◆ Schools will close at 1pm on the last day of term 3 Tuesday, 27 June 2023)
- *Two in-service days proposed for August 2023 to be confirmed

Appendix A

This annex gives a list of useful information and the links to the content is now available from the Council's website by accessing the following link

http://www.southlanarkshire.gov.uk/info/200186/primary_school_information/1264/curriculum_for_excellence/3

CONTACT DETAILS

Education Scotland's Communication Toolkit for engaging with parents –

<http://www.educationscotland.gov.uk/learningteachingandassessment/partnerships/engagingparents/toolkit/index.asp>

The Scottish Government guide Principles of Inclusive Communications provides information on communications and a self-assessment tool for public authorities –

<http://www.scotland.gov.uk/Publications/2011/09/14082209/0>

Choosing a School: A Guide for Parents - information on choosing a school and the placing request system – <http://www.scotland.gov.uk/Publications/2010/11/10093528/0>

A guide for parents about school attendance explains parental responsibilities with regard to children's attendance at school – <http://www.scotland.gov.uk/Publications/2009/12/04134640/0>

PARENTAL INVOLVEMENT

Guidance on the Scottish Schools (Parental Involvement) Act 2006 provides guidance on the act for education authorities, Parent Councils and others

Parentzone provide information and resource for parents and Parent Councils National Parent Forum for Scotland; www.npfs.org.uk

SCHOOL ETHOS

Supporting Learners - guidance on the identification, planning and provision of support – <http://www.educationscotland.gov.uk/supportinglearners/>

Journey to Excellence - provides guidance and advice about culture and ethos – <http://www.journeytoexcellence.org.uk/cultureandethos/index.asp>

Health and wellbeing guidance on healthy living for local authorities and schools – <http://www.scotland.gov.uk/Topics/Education/Schools/HLivi>

Building Curriculum for Excellence Through Positive Behaviour and Relationships outlines the Scottish Government's priority actions around positive behaviour in schools and is also a source of support – <http://www.scotland.gov.uk/Publications/2010/06/25112828/0>

Scottish Catholic Education Service's resource 'This is Our Faith' which supports the teaching and learning of Catholic religious education – <http://www.sces.uk.com/this-is-our-faith.html>

CURRICULUM

Information about how the curriculum is structured and curriculum planning –
<http://www.educationscotland.gov.uk/thecurriculum/>

Information about the outcomes a learner can expect to experience and achieve across literacy, numeracy and health and wellbeing, as well as the 8 curricular areas –
<http://www.educationscotland.gov.uk/thecurriculum/howisthecurriculumorganised/experiencesandoutcomes/index.asp>

Advice, practice and resources to support the experiences and outcomes on literacy, numeracy and health and wellbeing –
<http://www.educationscotland.gov.uk/learningteachingandassessment/learningacrossthecurriculum/responsibilityofall/index.asp>

Broad General Education in the Secondary School – A Guide for Parents and Carers –
http://www.educationscotland.gov.uk/Images/CfEbriefingforparentsfinal_tcm4-725662.pdf

Information on the Senior Phase –
<http://www.educationscotland.gov.uk/thecurriculum/whatcanlearnersexpect/seniorphase.asp>

Information on Skills for learning, life and work –
<http://www.educationscotland.gov.uk/thecurriculum/whatcanlearnersexpect/skillsforlearning.asp>

Information around the Scottish Government's 'Opportunities for All' programme –
<http://www.skillsdevelopmentscotland.co.uk/our-services/services-for-individuals/opportunities-for-all.aspx>

Information for organisations responsible for the planning, management and delivery of career information, advice and guidance services – <http://www.skillsdevelopmentscotland.co.uk/our-story/key-publications/career-management-skills-framework.aspx>

The Skills Development Scotland website 'My World of Work' offers a number of tools to support career planning – <http://www.skillsdevelopmentscotland.co.uk/>

ASSESSMENT AND REPORTING

Building the Curriculum 5: a framework for assessment provides guidance around the assessment framework – http://www.educationscotland.gov.uk/Images/BtC5Framework_tcm4-653230.pdf

Information about Curriculum for Excellence levels and how progress is assessed –
<http://www.educationscotland.gov.uk/thecurriculum/howisprogressassessed/stages/index.asp>

Curriculum for Excellence factfile - Assessment and qualifications –
http://www.educationscotland.gov.uk/publications/c/publication_tcm4624968.asp

Information on recognising achievement, reporting and profiling –
<http://www.educationscotland.gov.uk/learningteachingandassessment/assessment/achievement/index.asp>

The Scottish National Standardised Assessment- in Scotland, pupils in P1, P4, P7 and S3 complete online standardised assessments in literacy and numeracy as part of their everyday learning and teaching.

TRANSITIONS

Curriculum for Excellence factfile - 3-18 Transitions - provides information on the transitions children and young people will face throughout their education and beyond – http://www.educationscotland.gov.uk/publications/c/publication_tcm4660285.asp

Career Information, Advice and Guidance in Scotland - A Framework for Service Redesign and Improvement provides guidance on career information, advice and guidance strategy – <http://www.scotland.gov.uk/Publications/2011/03/11110615/0>

Choices and changes provides information about choices made at various stages of learning – <http://www.educationscotland.gov.uk/supportinglearners/choicesandchanges/index.asp>

The Additional support for learning page provides links to relevant legislation and guidance including the arrangements that should be in place to support pupils with additional support needs – <http://www.scotland.gov.uk/Topics/Education/Schools/welfare/ASL>

Supporting Children's Learning Code of Practice includes specific requirements on education authorities and others under the new legislation in relation to transition – <http://www.scotland.gov.uk/Publications/2011/04/04090720/21>

Enquire is the Scottish advice service for additional support for learning – <http://enquire.org.uk/>

Parenting Across Scotland offers support to children and families in Scotland – <http://www.parentingacrossscotland.org/>

SUPPORT FOR PUPILS

The Additional support for learning page provides links to relevant legislation and guidance, including the arrangements that should be in place to support pupils with additional support needs – <http://www.scotland.gov.uk/Topics/Education/Schools/welfare/ASL>

Information about the universal entitlement to support that underpins Curriculum for Excellence – <http://www.educationscotland.gov.uk/inclusionandequalities/supportingchildrenandyoungpeople/whatisupport/universalsupport/roleofkeyadult.asp>

Supporting Children's Learning Code of Practice (Revised edition) - provides Statutory guidance relating to the Education (Additional Support for Learning) (Scotland) Act 2004 as amended – <http://www.scotland.gov.uk/Publications/2011/04/04090720/21>

Getting It Right For Every Child and Young Person, is essential reading for anyone involved or working with children and young people, including practitioners working in adult services with parents and carers – <http://www.scotland.gov.uk/Topics/People/Young-People/gettingitright>

SCHOOL IMPROVEMENT

Scottish Schools Online - provides a range of school information, including contact details, school roll, facilities, website, inspection reports – <http://www.educationscotland.gov.uk/scottishschoolsonline/>

Education Scotland's Inspection and review page provides information on the inspection process – <http://www.educationscotland.gov.uk/inspectionandreview/index.asp>

The Scottish Survey of Literacy and Numeracy (SSLN) is an annual sample survey which will monitor national performance in literacy and numeracy –

<http://www.scotland.gov.uk/Topics/Statistics/Browse/School-Education/SSLN>

Scottish Credit and Qualifications Framework (SCQF) – <http://www.scaf.org.uk/>

Scottish Qualifications Authority provides information for teachers, parents, employers and young people on qualifications – <http://www.sqa.org.uk/>

Amazing Things - information about youth awards in Scotland –

<http://www.awardsnetwork.org/index.php>

Information on how to access statistics relating to School Education –

<http://www.scotland.gov.uk/Topics/Statistics/Browse/School-Education>

School Policies and Practical Information

National policies, information and guidance can be accessed: from the Scottish Government website on www.gov.scot