

# Welcome to Burnside Primary



*Learning together, growing together to be all that we can be.*

## School Handbook

2020 - 2021



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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](mailto:education@southlanarkshire.gov.uk)

## 1. Introduction by Head Teacher

Dear Parent or Carer,

A very warm welcome to Burnside Primary!

I hope that you will find our School Handbook interesting and informative - and enjoyable to read!

At Burnside, we want the best for our pupils! We promote positive relationships with our parents and the community. I do hope that you will find us to be an open and approachable team.

All members of staff have high expectations of our pupils - in attitude, application and behaviour. We work hard to achieve this and it is very important for us to be able to work in partnership with our families.

Please be assured that no worry concerning your child is too small or unimportant to share with us; please contact us at anytime.

We hope the following pages will give you a flavour of our school. Should any questions remain unanswered, we will be only too happy to help. The handbook is updated annually by the end of January.

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

Kindest regards

Helen McGarvey  
Head Teacher



## Our School Vision

***Together at Burnside Primary we will:***

***Harness children's abilities, encouraging ambition and resilience through a varied, challenging and enjoyable curriculum. We will foster personal achievement and skills for life in an inclusive, nurturing, respectful and shared environment.***

## Our school motto:

***Learning together, growing together to be all that we can be.***

Our Pupil Council consulted with all pupils to come up with their Happy High 5 values for wellbeing.....



**SAFE**

**HEALTHY**

**ACTIVE**

**RESPECTFUL**

**RESPONSIBLE**

## Our School Aims

### Learning

All pupils will report that they are clear in their understanding of learning intentions and next steps in learning.

All staff will be encouraged to access a wide range of CPD opportunities which enable them to widen the type of creative and challenging learning approaches they provide for learners.

### Success

All staff will have high expectations of pupils' attainment and achievement which will be encouraged and celebrated in a variety of ways.

### Well being

All staff will ensure that the school provides a safe, happy environment for all. Pupils will demonstrate self discipline and respect for others.

### Partnership

Parents will be encouraged to support their child's learning through a variety of partnership activities.

All staff will effectively engage with all partners in order to ensure learning is enriched and supported.

### Leadership

All staff will have the opportunity to undertake leadership roles which positively impact on learners. Pupils will be empowered to impact positively on aspects of school life

## South Lanarkshire Council (SLC)

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.

## 2. About our school

Burnside Primary is a non-denominational school in the Rutherglen area of South Lanarkshire.

### Our contact details are:

Burnside Primary School  
Glenlui Avenue  
Rutherglen  
Glasgow, G73 4JE  
**Tel:** 0141 634 1916

**E-mail:** headteacher@burnside-pri.s-lanark.sch.uk

**The school's website address is:** [www.burnside-pri.s-lanark.sch.uk](http://www.burnside-pri.s-lanark.sch.uk)

**The Parent Council's Website is:** [www.burnsideprimary.org](http://www.burnsideprimary.org)

**Absence Reporting** [office@burnside-pri.s-lanark.sch.uk](mailto:office@burnside-pri.s-lanark.sch.uk) or 0141 634 1916

**To discuss a possible placement at the school please contact the Head Teacher.**

**Present Roll** 396

### School Hours

(current)

Start	9.00am
Interval	10.40am -10.55am
Lunchtime	12.35pm-1.20pm
Close	3.00pm



## School Staff - Working together as a team!

### Teaching Staff

Head Teacher	Mrs Helen McGarvey
Depute Head Teacher	Mrs. Allyson McGovern
Depute Head Teacher	Mr Gary Campbell
Principal Teacher	Mrs Shona Mitchell
Principal Teacher	Mrs Wendy Steven

### Class Teachers

P1	Room 1	Mrs Chan
P1	Room 2	Miss Ferry / Mrs Mirner
P1/2	Room 3	Miss Tees
P2	Room 4	Miss Laidlaw
P2/3	Room 5	Mrs Lindsay
P3	Room 6	Mrs Graham / Miss Love
P4	Room 7	Mrs Rhicard / Mrs Steele
P4	Room 8	Miss McAvoy
P5	Room 9	Mrs Mitchell / Mrs Steven
P5	Room 10	Miss Muir
P6	Room 11	Mrs Douglas
P6	Room 12	Mrs Panton
P6/7	Room 13	Miss McKinnon
P7	Room 14	Ms McGuinness

### Non-class Contact

Primary teachers have non-contact time every week when they are planning out with their class. Other teachers cover aspects of the curriculum and are responsible for the class at that time. Currently, most classes are covered by Miss Jade Muir.

**Brass Instructor** Mr James MacAleenan

**Woodwind Instructor** Mr. Alastair Gammie

**Guitar Instructor** Mr Paul Adams

### Support Staff

**Team Leader** Mrs Skilling

**Support Assistants** Mrs Anderson  
Mrs Dunk  
Mrs Harkins  
Mrs McAllister  
Mrs McDowall  
Mrs Russell

<b>Janitor</b>	Mr Woods
<b>Catering Staff</b>	Mrs Ramsay Mrs McDowell Mrs Hendry Mrs Black Mrs McGuinness
<b>Cleaning Staff</b>	Miss Henderson Mrs Gray Mrs Campbell Ms Calder
<b>Crossing Patrol</b>	Mrs Beaton
<b>Specialist Support Teacher</b>	Mrs Colvan
<b>Educational Psychologist</b>	Mr Thomson
<b>School Nurse</b>	Ms Dickson
<b>Active School Co-ordinator</b>	Mr Josh Anderson

### **What should I do if I have a concern about my child?**

No worry of concern is too small so please don't hesitate to get in touch with us at any time. The Head Teacher, Mrs. Helen McGarvey has pastoral responsibility for Rooms 1-4, Mrs. Allyson McGovern, DHT, looks after Rooms 5-10 while Mr. Gary Campbell, DHT, oversees Rooms 11-14. Should you wish to speak with any of us please contact the school office and if unavailable, we will get back in touch. We aim to return your call as soon as possible; often the same day and usually

### **Complaints procedures – Have your Say**

We find that by far the majority of concerns can be resolved in partnership with school staff however, should you feel that your concern has not been resolved at school level, please note that we work in partnership with our colleagues in South Lanarkshire Council offices and you may then wish to raise a complaint by visiting [www.southlanarkshire.gov.uk](http://www.southlanarkshire.gov.uk) where you can provide details of your complaint which will be addressed in due course.

## **Absence Reporting**

All absences should be reported to the school office on the day of each absence. Parents/carers can leave a telephone message with the school office on 0141 634-1916 detailing the name of the child, class and reason for absence. If preferable, an e-mail can be sent with the information to [office@burnside-pri.s-lanark.sch.uk](mailto:office@burnside-pri.s-lanark.sch.uk)



## New pupils

Should you wish your child to attend Burnside Primary please contact the Head Teacher who will advise whether there is a space and whether your child can be automatically enrolled , if living within the school catchment, or whether a placing request needs to be made to the council (if you live outwith the catchment area). In most cases arrangements will then be made to ensure a smooth transition to Burnside Primary. This may include a visit to look round and one or more short visits to the new class

## 3. 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](http://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.

### Home/school partnership - how can you support the work of the school?

Why not help out in classrooms?



We need parent volunteers to accompany children on educational

excursions.



You could help volunteer to be part of our school

library team.



Can you spare some time to run an after-school club?

Come along to monthly meetings to support the work of the Parent

Council.



We are always looking for parents to support extra-curricular activities e.g school discos.



**A real strength of the school is our high level of parental involvement.** We welcome any involvement you can offer to enhance your child's experience at Burnside Primary. To find out more on how to be a parent helper, or a member of the Parent Council just contact the school or visit the Parent Council website.

### **Promoting learning at home**

We welcome the support of parents in their child's learning. Through termly 'class updates' and class blogs, teachers will inform you of the main topics coming up so that you can support the learning at home. Regular homework will also provide you with an indication of recent learning to be reinforced and tools such as Study Ladder will allow your child to access fun supporting activities at home in literacy and numeracy at home.

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

Parentzone - [www.parentzonescotland.gov.uk](http://www.parentzonescotland.gov.uk)

Engage Parent Forum - [www.engageforeducation.org](http://www.engageforeducation.org)

National Parent Forum for Scotland – [www.educationscotland.gov.uk/parentzone](http://www.educationscotland.gov.uk/parentzone)

South Lanarkshire Council – [www.southlanarkshire.gov.uk](http://www.southlanarkshire.gov.uk)

### **Homework**

Pupils are set homework from the early stages. Our aims are to reinforce processes and skills taught in school, and to establish the habit of work at home which will stand pupils in good stead in further education and in later adult life.

As part of our policy, we promote different types of homework that include not only the routine tasks but also tasks that involve thought and individual effort. Tasks will be set for reinforcement of numeracy and literacy work undertaken in school as well as for project work and periodically, other curricular areas. Homework tasks will not always take a written form - it may be mental agility, sketching, a talking exercise, drawing diagrams or making models.

Tasks may be issued at the beginning of the week to be returned at the end of the week, issued on a day to day basis or to be completed over a period of a few weeks,

Parents and carers are asked to co-operate in signing homework diaries and to take an interest in the quality of work done at home.

It will help to establish good habits if pupils are encouraged to do their homework away from distractions such as television. Reading is recommended at all times - even when not set by the teacher. Reading from library books and other books is most helpful to progress.



#### 4. School Ethos

**We encourage you to visit our school and experience the positive school ethos first hand.**

We foster an ethos which is based on the values of inclusion, fairness, mutual respect, integrity and equal opportunity. We have high expectations of pupils and staff and endeavor to provide the best and widest education for all pupils in conjunction with parents and our partner agencies. We celebrate the achievements of pupils at various levels:-

1. Class – pupils' efforts are recognized and celebrated through a variety of classroom based rewards e.g stickers, wristbands, praise notes home, points.

2. Whole school -teachers are asked to nominate specific pupils regularly for a variety of rewards:- *Wonderful Workers Award* – celebration of good work, displayed in school hall.

*Citizenship Award* – celebration of citizenship/social skills.

*Star Writers* – selected pieces of writing celebrated at assembly and compiled into termly book available to view at foyer.

*Secret Superstars* – celebration of achievements outwith school.



All achievements will be recorded regularly in school newsletters and published on the school website and App.

**There is a strong ethos of care and support across the school.**

HMIE 2019

**The staff go the extra mile for the kids. It's a brilliant school.**

Grandparent

**My child's confidence has really grown since she started school. She loves it!**

Parent

3. Community and beyond – pupil/school achievements are acknowledged and celebrated in the Rutherglen Reformer and the SLC newsletter. From time to time achievements will be noted by Education Scotland or Glow (parents to be advised).

The school enjoys a high profile within the local community through joint working. These community links promote pupil motivation, positive behaviour and attitudes and foster good relationships. Some examples are our:-

~ close working with the extended team within the Learning Community such as Julie Colvan, Specialist Support Teacher.

~ partnership with Josh Anderson, Active Schools Co-ordinator, who provides support in physical activity through facilitating links with specialists and related events.

~ links with the Burnside-Blairbeth Church and minister, Mr. William Wilson, who provides monthly input at school assemblies around moral issues. Mr. Wilson also provides individual and family support, where appropriate.

~ links with Reachout Trust, in particular Ross Murray Youth Worker, who provides support to pupils through assemblies, during P7/S1 transition and within classes as part of the RME programme.

~ links with 'Burnside in Bloom', 'Grow 73' and 'Friends of Cambuslang Park' which encourage links with our pupils and families to contribute and benefit from local resources. e.g seasonal visits, competitions, school gardening club.

~ links with Rutherglen Library, local businesses and councillors enhance experiences for pupils and promote the work of the school in the community.

~ links with Utd Sports who provide coaches for our sports clubs and support our PE programme in classes.



*Grow 73 providing training for staff on our school grounds, during in-service training.*



*A coaching session with Rutherglen Lawn Tennis Club*

We place a strong emphasis on ensuring the mental and physical wellbeing of our pupils and staff. We have an effective whole school system for the promotion of positive behaviour and relationships which is consistent and fair. The Head Teacher is a qualified trainer in Restorative Practices and staff are trained. This approach focuses on repairing the harm to move forward. It works on the belief that children are less likely to continue with negative behaviour if supporting adults involve them in the decision making steps to move forward, while allowing them to take responsibility.

The school strongly supports global citizenship education through class lessons but also as a whole school through our participation in Eco Schools (we have 4 Green Flags) and Fairtrade work towards full Fairtrade Status.

## **5. 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 the knowledge, skills and attributes they will need if 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 the 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 21<sup>st</sup> century.

A variety of teaching and learning approaches are adopted with an emphasis on active thinking/learning and collaborative working. We aim to bring learning to life:-

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

A class update is issued each term. This letter details the main learning experiences your child will undertake during that term. There are opportunities throughout the year for parents to come into school and see their children's work and resources used, as well as work alongside them.

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

## Languages and Literacy

Literacy encompasses **Talking, Listening, Reading** and **Writing**.

Reading skills are taught throughout the school using a variety of resources. Our approach focuses on the variety of skills needed for reading. This promotes greater understanding and motivation. From



Primary 1 onwards, a variety of resources are used to develop children's skills. The main resources used are Rigby Star, Literacy World as well as a variety of novel studies. We place a strong emphasis on using 'real books' and the children are encouraged to read, talk and write about their individual reading choices from an early age. Each classroom has a library and our school fiction library is colour-coded to aid development and ensure width of reading experience.

Writing will stem from interdisciplinary work, reading and literacy tasks as well as topical or personal interest. It will develop writing skills according to a variety of genres such as recount, report, discursive, argument, imaginative and personal.

A multi-sensory active approach to spelling is embedded throughout the school, no matter the spellings learned. This is the most effective approach where firstly the spellings are taught, drawing attention to any patterns. Activities are then introduced which involve the senses – looking at/saying and hearing/making the words. A variety of materials are used such as magnetic letters, plasticine, coloured paint/pencils, sand etc. to support this learning. The school has a structured programme for spelling. This is based on a stepped approach and allows for individual development. Proof reading strategies are used to help build up the children's independence in spelling. Common words form an integral part of this programme. When spelling steps are completed pupils will use self-correcting approaches incorporating using a dictionary.

Handwriting The style used is based on the programme, 'The Simple Modern Hand'. It begins as a simple script with links. This develops to form a cursive style that we hope allows for individuality while still allowing pupils to write legibly at speed. The programme is developed through a series of lessons, building to a full cursive style. It is vital that children learn correct letter formation so parents are encouraged to support the school in this.

Talking and listening is developed across the curricular areas. Again, interdisciplinary work will play a major part here. Skills are explicitly taught and developed.

### Modern Languages



Children are taught French from P.1, which is developed further in P6 and P7. We will also be introducing Spanish shortly. Every school within the Stonelaw Learning Community follows a similar programme so that the children can develop their skills in French once they transfer to secondary education. Our secondary colleagues often comment on how well developed the children's French is!

### Library

We are extremely proud of our unique school library, run by parent volunteers. Pupils enjoy weekly visits to the school library to encourage reading and develop skills and to talk about the books they are reading. We find this really helps further develop reading skills and foster a lasting interest in books. The fiction books are colour coded and reference books are organised according to the Dewey System.

Reference skills are developed through topic work and library use. Primary 1 - 3 use Oxford Reading Tree Fact Finders to develop functional reading skills, while Primary 4 - 7 use Literacy World to develop their skills in using non-fiction books. Dictionary skills are developed through graded use of dictionaries.



## Mathematics and Numeracy

In Mathematics and numeracy, the children will study the following areas:

- Number, Money and Measure
- Shape, Position and Movement
  - Problem Solving
  - Information Handling

A strong emphasis is put on the development of secure early number skills and we use the 'Big Maths' approach which focuses on developing strong numeracy skills. A variety of materials and approaches are used for learning and teaching concepts such as practical materials e.g cubes, games, computer programmes as well as workbooks and textbooks. Heinemann Mathematics and Teejay Maths are in use, and are excellent resources for teachers to use in Maths teaching. Basic number work is fully covered and attention given to each of the areas of Information Handling, Shape Position and Movement, Number Money and Measure and Problem Solving. Pupils are encouraged to think mathematically and independently. Interactive mathematics plays an important part in developing pupils' mental arithmetic and number understanding, so there is a high level of oral and mental work at all stages. A progressive course is delivered, therefore children will continually build on previous learning and skills.

Shape, position and movement e.g symmetry, angles, compass points

Information Handling e.g collect information, organise tally sheet), display (graph)

Number, Money and Measure e.g add/subtract, multiply/divide, fractions, money

Problem solving strategies are an integral part of learning at each stage.

## Health and Wellbeing



Our younger pupils preparing vegetables harvested from our school planters, to make delicious soup.

As a school, we are continually developing the Health and Wellbeing of pupils e.g we encourage and promote healthy eating, quality physical education, resilience, a sound knowledge of personal safety and promote positive relationships. Across stages, we use a programme of work which encompasses Mental, emotional, social and physical wellbeing; Planning for choices and changes; Physical education, physical activity and sport; Food and health; substance misuse as well as Relationships, sexual health and parenthood.

The experiences and outcomes reflect a holistic approach to the promotion of health and wellbeing for all children and are consistent with the United Nations Convention on the Rights of the Child. Children take part in structured lessons and benefit from other activities outwith the classroom such as health related performances, health weeks, sports taster sessions and outdoor activity. Each child takes part in a

minimum of 2 hours weekly quality Physical Education. This will take place both indoors and outdoors and includes links with the community. It would be helpful if your child kept an old pair of trainers and a pair of tracksuit bottoms in school for wearing outdoors.

‘Wellbeing lies at the heart of the school’s work’

HMIE 2019

We have close links with a variety of health professionals including dental advisors, school nurse and audiologist.

### Wellbeing and Personal & Social Development

As a school, we are committed to a positive behaviour policy and encouraging mutual respect. We want to enhance children’s self-esteem and use Circle Time, class discussions and assemblies to cover issues like friendship, anti-bullying, anti-racism and good citizenship.

The children are encouraged to invest in their school and, where possible, are given opportunities to have a say in the issues which directly affect them and their local community. The Pupil Council, Eco Committee and Sports Council provide excellent forums for this type of discussion and decision-making.

From time to time, children may have a worry they need to share. They can speak to all adults in school and there are a variety of procedures in place to ensure they can flag up any concerns. The school has clear anti-bullying procedures in place.

We are a nurturing school, committed to doing all that we can to ensure our school community feels happy, safe, valued and nurtured. We do what we can to remove wellbeing barriers to learning e.g classes have a nurture check-in each day which allows children to flag up any concerns so that learning can take place.

### Support for Bereavement and Loss

Although Bereavement and Loss are normal aspects of life, from time to time pupils might need a little extra support to work through their concerns. At Burnside Primary we are fortunate to have staff trained in assisting with issues around death, divorce etc. Mrs. Anthea Chan and Mrs. Clare Lindsay (class teachers) are fully trained in the ‘Seasons for Growth’ Programme. Please let us know if you think your child could benefit from this programme at any point.

### **Social Studies**

Social studies encompasses many skills and concepts. It also integrates most other areas of the curriculum. Its purpose is to educate pupils about, and for, their environment. Pupils study topics which develop relevant skills, experiences and outcomes within People and Past, People in Society and People and Place.

Pupils work through a topic approach, concentrating on aspects of a particular theme. Topics studied will depend on the needs/interests of pupils, relevance and external influences e.g. Olympics. No matter the theme, there will be a progression of skills and understanding from Primary 1 to 7. Where possible, first hand resources are used such as photographs, artefacts, visits, speakers and simulated experiences.



Online resources are often used also. Assessment of the key skills and concepts are included in the detailed planning undertaken by the teacher.

Example themes studied include ~

Primary 1	People who help us	Primary 5	World War II
Primary 3	Local Area Study	Primary 7	The Victorians



*Preparing for dinner on the Titanic at the Tall Ship*

### Technologies

The children have regular access to IT throughout their time at Burnside, in order to develop their skills. The school has an ICT area used by all classes as well as some computers within classrooms. We also have a number of mobile devices in use. To develop pupils' ICT skills, we use a structured programme of study. We also have a wide range of software to support the teaching of the Curriculum.

### Expressive Arts

Expressive Arts encompasses the following aspects of teaching and learning:



**Drama**  
**Music**



We have programmes of study for each aspect of Expressive Arts to ensure a progression of skills throughout the school. In addition to the formal curriculum, we are keen to provide the children with other opportunities for Expressive Arts through extra-curricular activities and visiting artists.

Our Art programme is drawn from graded lessons from a variety of sources. The programme enables pupils to develop skills to allow them to give expression to their feelings and experiences through a variety of medium. An appreciation of the Great Artists is also covered.

The school has adopted the music scheme, ABC Music. This programmes of music includes singing, listening, making music and appreciation of music. Study of the Great Composers also forms part of the music programme.

In addition, we are very proud of the high number of pupils from P5 to P7 who undertake lessons in guitar, brass and woodwind. These lessons are delivered by qualified music tutors based in Stonelaw High School. Mr. Gamie tutors in woodwind, Mr. McAleenan teaches brass and Mr. Adams teaches guitar. All Primary 5 pupils participate in free weekly music lessons throughout the year. We also have an active upper school choir who perform regularly within school and the community. We like to celebrate the talents of our musicians and singers annually for parents/carers.



Pupils undertake a variety of drama activities connected to their topic, reading books and personal and social development work. Specific skills in drama will be enhanced by use of a structured series of lessons from Primary 1 - 7. The series covers a variety of types of drama from improvisation, experimental drama as well as performance drama.

Dance skills are taught using a variety of resources and opportunities used to develop expressive skills.

On most occasions, work undertaken will form part of a wider study.

Assessment in these areas is mostly by teacher observation of pupil performance on task. Whenever practical, finished items of art work or music are kept for evidence and displayed to enhance the school environment.



### **Religious and Moral Education**

Religious and Moral Education is taught through topics in class. A programme of work ensures that children study different religions during their time at Burnside. Sometimes RME is taught within a discrete topic such as 'Barmitzvah' while at other times a them is used to explore what this means within a variety of religions e.g 'Light' or 'Sacred Places'. As a school, we want to celebrate the cultural diversity of the community we serve. We mark festivals and celebrations from a wide range of religions throughout the year. Personal search, covering such areas as the natural world, relationships and moral values, is dealt with as an integral part of every topic.

### **Enterprise in Education**

A key focus in curricular planning and delivery and a recognized strength of the school is Enterprise in Education, which aims to develop in children the attitudes, skills and abilities necessary for active citizenship in a modern Scotland, a key part of which will be the world of work.

From P1 – 7, all pupils experience Enterprise in Education in the form of enterprising approaches to the leadership of learning across the curriculum. In this way, we hope that children will have motivating contexts to transfer and consolidate a wide range of knowledge and skills taught in other curricular areas, as well as the opportunity to acquire and develop a range of additional skills and attitudes necessary for life and the world of work. This approach will also expose children to a wide range of ways in which responsible citizens contribute to a successful society, thereby broadening their understanding of society and a range of world of work opportunities.

### **Outdoor Learning**

We take various opportunities to take children outdoors to learn. This may be in school grounds and beyond.



*Our Eco Ambassadors at the polytunnel on our school grounds.*



*Harvesting our school grown vegetables.*

## **Spiritual, Social, Moral and cultural Values (Religious Observance)**

### Rights of Parents / 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. Our practices are based on guidance from Scottish Government, February 2011 and the Education (Scotland) Act 1980. Religious Observance can take place within classrooms and also during monthly assemblies with our School Chaplaincy Team which includes William Wilson, the Minister of Burnside-Blairbeth Church as well as youth workers from Reachout Trust (a link to their work can be found on the school's website). During these monthly 30 minute assemblies, moral values are explored through drama, media and discussion and a bible story is often used as illustration. It is made clear to pupils that we all have varying beliefs, religious or not) and that these are all respected.

There is a statutory provision for parents to withdraw children from participation in religious observance. This right of parents' wishes will be respected. The parent should put the request in writing to the Head Teacher. Where a child is withdrawn from religious observance, schools will make suitable arrangements for the child to participate in a worthwhile alternative activity.

### Equalities

Integral to this guidance is the principle 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 Head Teacher of the school when children will be absent. Appropriate requests will be granted and the pupil noted as an authorised absentee in the register.

## **6. Assessment and Tracking Progress**

Pupil progress is continually assessed by teachers. Assessment is built in to the learning to provide the most accurate picture of learning and is based on skills development and outcomes in line with Curriculum for Excellence levels. It is a way of supporting learning. It helps teachers, learners, parents and others to understand the depth and breadth of learning undertaken so that progress and next steps can be discussed and planned.

Teachers will assess what children know, understand and are able to do within the experiences and outcomes;-

The **Experience** describes the learning while the **Outcome** represents what the learning will achieve.

This is often explained, from the pupil's perspective as an 'I can....', 'I am able to....'

Your child's progress is not only based on 'tests' but on the learning that takes place within the classroom and in different settings outwith the classroom.

Evidence of children and young people's progress and achievements will come from day to day learning and through what they may write, say, make or do. For example evidence may emerge as a result of children and young people taking part in a presentation, discussion, performance or practical investigation. Evidence could also be a drawing, report, or piece of art work that they have produced. Evidence may be captured as a photograph, video or audio clip as part of a particular learning experience.

- Knowledge and understanding
- Skills
- Attributes and capabilities

Evidence of progress and achievement can be gathered by:

- children and young people through self assessment. They will be encouraged and supported to look at and revisit their own work, to develop a better understanding of what they have learned, and what they need to work on.
- fellow pupils (peers) through peer assessment. Children and young people will be encouraged and supported to work together with others to assess what is good about their work and what needs to be worked on.
- teachers, parents and others who can help identify and support their next steps in learning.

Pupils are fully involved in their learning and made aware of criteria required and next steps in learning. Teachers explain what pupils need to do to improve and pupils are involved in personal target setting. Children are grouped according to working levels for much of their numeracy and literacy work however appropriate support and challenge are provided within these groupings. Continuous review takes place to ensure children are working at the most appropriate level, to their highest standard. Pupils' progress is continually measured against school assessment criteria and CfE Benchmarks and discussed and tracked by senior school leaders on a continual basis.

## **7. Reporting**

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's 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 'pupil 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.

Throughout our session we aim to provide parents with information on their child's progress on a termly basis. This currently takes the form of an interim report followed by parent/teacher interviews in October. A second parent/teacher interview will take place in March, and a full written report in June.



## 8. Transitions

### Transition from Nursery to Primary School

Pupils normally start Primary School if they are 4 years of age by the end of February of that year.

At Burnside Primary, we have a full Induction Programme to ensure all children are well prepared for P.1. In the summer term, children are invited in to meet their new teacher and classmates and to join in with some fun activities. They will also have the opportunity to meet with their 'big' P7 buddies, who will support them through Primary 1. Parents will have the opportunity to access some important information about starting school and meet many of the staff from both within and outwith school, who will be involved in their child's education. In addition, P.1 teachers provide parents with regular curriculum updates throughout the year. We do hope you find our P1 Induction Programme both informative and useful in helping you to support your child's learning.



### Transition from Primary to Secondary School

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 four 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 and on events designed to let P7 children visit the secondary school, meet up with other P7 children from other schools so that the transition period is as smooth as possible.

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 0303 123 1023

Pupils normally transfer from Burnside to:

Stonelaw High School  
Calderwood Road  
Rutherglen  
Tel: 0141 643 0212

A handbook from our local secondary, Stonelaw High, is also given to every primary 7 pupil at this time. Transfer forms are generally issued to parents in January.

In the final term of P7, there is a full programme of transfer arrangements with Stonelaw High which include parental meetings and pupil visits. These generally take place in May/June. Stonelaw High staff visit the primary 7 classes and there is a full exchange of information between primary and secondary teachers.

Stonelaw High School and all the associated primaries value working together. Curricular opportunities are planned e.g science teachers coming in to teach in primary. There is also a series of mini sports festivals involving primary 5 – 7 pupils which is well supported by the local primaries and hosted in the secondary school. Opportunities for teamwork and collaboration are encouraged among the pupils.

### **Transition between classes**

At the time of transition, all teachers receive information about all pupils which includes:- reports, working groups and plans, strengths/areas for development, any ASN or pastoral support needs. There is also time allocated to staff to meet to transfer information. All pupils have the opportunity to 'move' to their next class, meet their teacher(s) and the pupils making up the next class.

For pupils with Additional Support Needs, specific arrangements will be put in place to ensure the smooth transition from one class to the next.

## **9. Support for Pupils**

### **Getting it right for Every Child, (GIRFEC)**

Getting it Right for every child is a partnership commitment to ensure that your child has the best possible start in life, based on a shared understanding of their wellbeing. Most of the time, most children get all of the support they need from their families, with help from universal education and health

services. When needed, the named person in education can offer help and support to children and families to make sure that the child's wellbeing is developing and that any issues are being addressed..

If you have any concerns about your child's wellbeing, you can speak to the named person who will work with you to ensure that your child gets the right help from the right person at the right time. 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.girfecinlanarkshire.co.uk](http://www.girfecinlanarkshire.co.uk) and [www.scotland.gov.uk/gettingitright](http://www.scotland.gov.uk/gettingitright)

### **Support for All (Additional Support Needs)**

Every effort is made to identify learning or social, emotional and behavioural difficulties from an early stage. This happens through a staged intervention process which starts at class level and may enlist the support of partner agencies. Strategies will be put in place to support children who have additional support needs. These will be monitored closely and reviewed regularly. Additional Support Needs may be physical, educational or emotional and may be short or long term.

Mrs Colvan, our Specialist Support Teacher, works with us to support and monitor provision for children with Additional Support Needs. When we feel a child has a significant need, in conjunction with parents, a specific programme is made up for the child. This is known as an Additional Support Plan (ASP). We work with a range of support services including, psychological services, speech and language therapy, behaviour support and occupational therapy to support children in our mainstream setting. These services are only accessed after consultation with parents/carers.

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.

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](mailto:info@enquire.org.uk)

Advice and information is also available at [www.enquire.org.uk](http://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.

## 10. School Improvement

### **School Improvement Planning**

The school effects any change and improvement to the curriculum and other aspects of school life through a structured and managed approach called school improvement planning. Each year priorities are identified for development. Staff, parents and pupils are involved in this process on an ongoing basis throughout the previous year. The head teacher reports annually on progress in these developments. The current Improvement Plan contains these priorities:-

<b>Priorities</b>
<i>Review Curriculum Rationale with all stakeholders, focusing on skills progression P1-7.</i>
<i>Continue to raise attainment in P1-3 literacy and P5-7 numeracy and maths, with a focus on closing the poverty related attainment gap.</i>
<i>Enhance health &amp; wellbeing by introducing Rights Based Learning across the school.</i>
<i>Further develop skills for Learning, Life and Work through a focus on outdoor learning in science.</i>

As a staff, we continually review progress with these developments. We also strive to continually improve attainment and achievement each year. In line with Curriculum for Excellence, we ensure a wide range of experiences for our pupils within literacy, numeracy and health & well-being, helping them to develop a variety of skills and employ these skills in various contexts. High standards have continued as methodologies have developed and pupils have become increasingly involved in their learning.

The main achievements of the school will be published on an ongoing basis, via the school app/school website/foyer.

## 11. School Policies and Practical Information

### **School Meals**

Healthy eating is something that the school supports and a range of meals are available at lunchtime that meet the Schools (Health Promotion and Nutrition) (Scotland) Act 2007 and the Nutrient Requirements for Food and Drink in Schools (Scotland) Regulations 2008.

The menu consists of a three course meal and all meals include fresh chilled drinking water and milk will be available for those pupils entitled to free school meals through the free school meal eligibility scheme at morning break or lunchtime. Milk is also available for purchase to those pupils wishing to buy at morning break and lunchtime. The children also have access to unlimited bread, salad and vegetables to supplement their meal.



Pupils in:

- Primary 1 – 3 receive a free school lunch.
- Primary 4 – 7 meal cost is £1.70

### **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 £610.00 (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 £6,900 as assessed by the HM Revenues & Customs), Child Tax Credit Only (where your gross annual income does not exceed £16,105 as assessed by the HM Revenues & Customs) or receive support under Part VI of the Immigration and Asylum Act 1999.

## **Attachment Strategy for Education Resources**

### **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 was launched in March 2019 and supports the action in the Getting It Right for Every Child in South Lanarkshire's Children Services Plan 2017-20- 'Develop an attachment strategy and to inform training for staff working with early years to secondary aged children and young people on attachment –informed 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 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 parents/carers which aim to share information on attachment theory and on how this can inform the ways in which we support children and young people.

These are available from schools and we have plans to make them available on-line.

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, the service runs from 8.15 am to 8.45 am each school day.

### **Breakfast Club**

Our schools runs a successful FREE Breakfast Club service to pupils, Monday to Friday, 8.15-8.45am. Children can attend on any or all of the days. Toast and a variety of cereals are on offer as well as drinks. Pupils are supervised by school staff and parent volunteers. At 8.45am pupils join their peers in the playground, prior to the 9 am bell, where they are supervised by school support staff. If you wish your child to take up a place, please contact the school office on 0141 634-1916.

### **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 unusual in terms of Health & 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.

accessories which could cause injury to others e.g false nails.

When purchasing school clothing, parents may wish to consider the following items:

- Pale blue shirt and tie for wear most days.
- Blue polo shirt for P.E days ( if desired).
- Royal blue sweatshirt/cardigan with school badge.
- Grey skirt/trousers/pinafore



You can purchase uniform items from Campbells, Victoria Road, Queen's Park or from [www.myclothing.com](http://www.myclothing.com) online. School ties can be purchased at the School Office.

### **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 minimize 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 parents/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](http://www.southlanarkshire.gov.uk). If you are required to submit evidence of your Tax Credit Small 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 0111 (option 5).

### **Physical Education Kit**

For reasons of hygiene and safety, pupils are asked to wear a gym kit. A polo shirt/tee-shirt and shorts/jogging bottoms should be worn. Tight cycling type shorts are not suitable, being very restrictive during exercises. Training shoes that have been worn outside, are not acceptable for indoor/apparatus work. Pupils are also discouraged from wearing football strips for games or P.E.

Pupils will take part in P.E lessons both indoors and outdoors so we ask that you provide a pair of old trainers and jogging bottoms for outdoor use. P.E kits can be held in school and taken home periodically for washing.

The wearing of jewellery is discouraged at all times for safety reasons, this particularly applies to earrings. All jewellery must be removed for P.E. A letter is sent in August to parents reminding them of these safety features and notifying you of your child's P.E. days so that children are always prepared for participating in gym

### **Parent Pay**

We are delighted that we will soon be adopting South Lanarkshire Council's online payment system. This will provide a more convenient way for parents to pay online for school meals, educational excursions and other school activities. When your child starts at Burnside primary, you will receive information to create a secure online account.

### School holiday Dates Session 2019/2020

Break	Holiday dates		
<b>First Term</b>	Teachers In-service day	Tuesday Wednesday	13 August 2019 14 August 2019
	Pupils return	Thursday	15 August 2019
September Weekend	Close	Thursday	26 September 2019
	Re-open	Tuesday	1 October 2019
October Break	Close on	Friday	11 October 2019
	Re-open	Monday	21 October 2019
	In-service day	Monday	18 November 2019
	In-service day	Tuesday	19 November 2019
Christmas	Close on	Friday	20 December 2019
	Re-open	Monday	6 January 2020
<b>Second Term</b>			
February break	Close on Closed on	Friday Monday and Tuesday	7 February 2020 10 February 2020 11 February 2020
	In-service day	Wednesday	12 February 2020
Spring break/Easter	Close on Re-open	Friday Monday	3 April 2020 20 April 2020
<b>Third Term</b>			
Local Holiday			
	In-service day	Thursday	7 May 2020
Local Holiday	Close on Re-open	Thursday Tuesday	21 May 2020 26 May 2020
Summer break	Close on	Wednesday	24 June 2020
Proposed in-service days	Tuesday 11 August 2020 and Wednesday 12 August 2020		

#### Notes

- Good Friday falls on Friday, 10 April 2020
- Lanark schools will close Thursday 11 June 2020 and Friday, 12 June 2020
- Schools will close at 2.30pm on the last day of terms 1 and 2
- (Friday, 20, December 2019 and Friday 3, April 2020)

- Schools will close at 1pm on the last day of term 3 (Wednesday 24 June 2020)

### School holiday Dates Session 2020/2021

Break	Holiday dates		
<b>First Term</b>	Teachers In-service	Tuesday	11 August 2020
	In-service day	Wednesday	12 August 2020
	Pupils return	Thursday	13 August 2020
September Weekend	Close on	Thursday	24 September 2020
	Re-open	Tuesday	29 September 2020
October Break	Close on	Friday	09 October 2020
	Re-open	Monday	19 October 2020
	In-service day	Monday	16 November 2020
Christmas	Close on	Tuesday	22 December 2020
	Re-open	Wednesday	6 January 2021
<b>Second Term</b>			
February break	Close on	Friday	5 February 2021
	Closed on	Monday and	8 February 2021
	Closed	Tuesday	9 February 2021
	In-service day	Wednesday	10 February 2021
Spring break/Easter	Close on	Thursday	1 April 2021
	Re-open	Monday	19 April 2021
<b>Third Term</b>			
Local Holiday	Closed	Monday	3 May 2021
	<b>In-service day</b>	<b>Thursday</b>	<b>6 May 2021</b>
Local Holiday	Close on	Thursday	27 May 2021
	Reopen on	Tuesday	1 June 2021
Summer break	Close on	Thursday	24 June 2021
Proposed in-service days	Tuesday 10 and Wednesday 11 August 2021		

#### Notes

- Good Friday falls on Friday, 2 April 2021

- Lanark schools will close Thursday, 10 June 2021 and Friday 11 June 2021
- Schools will close at 2.30pm on the last day of terms 1 and 2 (Tuesday 22 December 2020 and Thursday 1 April 2021)
- Schools will close at 1pm on the last day of term 3 (Thursday , 24 June 2021)

Please note that the School Calendar of In-Service Days and Parents' Evenings is agreed in June each session. A copy of these dates is sent to each family at the beginning of the new session. Reminders of holidays and other dates are given in the monthly Newsletter

### **Enrolment – how to register your child for school**

If your child is starting school for the first time in P.1, 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. Forms are available from the SLC website – [www.southlanarkshire.gov.uk](http://www.southlanarkshire.gov.uk) , schools, Q&A offices or by contacting Education Resources, Almada Street, Hamilton, telephone 0303 123 1023. Completed forms should be returned as soon as possible to Education Resources, Almada Street, Hamilton ML3 0AE.

Enrolment date for 2020 is week commencing **13 January 2020**.

### **Flying Start**

From 2019 P1 children will attend for a full day from Thursday, 15 August 2019.

Parents of pupils transferring from other schools at various times throughout the year should contact the Head Teacher. Forms for placing requests to other schools are available from the school office.

Please note that classes can be organised in one of two ways - a single primary stage class of children enrolled in the same year or a composite class comprising children of two primary stages. The maximum number of children in a composite class is 25. The maximum class size in a single stage primary 1 class is 25 children. The maximum class size in a single stage primary 2 and 3 is 30 children. The maximum class size in a single stage primary from primary 4 to 7 is 33 children.

### **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 obtain an application form from the school or Education Resources, Hamilton, Telephone 0303 123 1023 or web [www.southlanarkshire.gov.uk](http://www.southlanarkshire.gov.uk) . 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 paid 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. For more information on school transport contact Education Resources telephone 0303 123 1023.

### **Pick up points**

Where School transport is provided, it may be necessary for pupils to walk a certain distance to the vehicle pick-up point. Walking distance in total, including the distance from home to the pick up point and from the drop-off point to the school in any one direction, will not exceed the authority's distance limit for school transport.

It should be noted that it is the parent's responsibility to ensure their child behaves in a safe and acceptable manner while travelling in and alighting from the vehicle. Misbehavior can result in your child losing the right to school transport.

Parents are asked to note that South Lanarkshire Council does not provide transport for those pupils who attend school via a placing request.

### **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 school at the pupil/parent's own risk.

Parents can assist by ensuring that valuable items and unnecessary 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 pupils'/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.

### **Lost Property**

All lost clothing is kept in the lost property area (currently at the infant open area) for a brief period and senior pupils attempt to re-unite items with their owners on a weekly basis. Parents are welcome to call and examine the collection. In spite of this, we have to dispose of single gloves, scarves and even shirts, sweatshirts and jackets. Any unclaimed items are donated to charity. Please label all items of your child's clothing to avoid this.

### **Attendance at School**

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 or 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 office, telephone us (0141 634-1916), or let us know in writing by letter or email [office@burnside-pri.s-lanark.sch.uk](mailto:office@burnside-pri.s-lanark.sch.uk). It is important to state the specific reason for your child's absence in order to authorize it.
- Notify the school first thing in the morning when your child is going to be absent. 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 telephone number
  - Mobile number
  - Emergency contact details
- Requests for your child to be absent from school to make an extended visit 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.

### **Hospital and Dental Appointments**

Pupils must be collected from the school building for appointments, unless the requested dismissal time corresponds with the school closure time of 3.00 p.m. when crossing patrols are on duty. Please inform us in advance if you will be collecting your child for an appointment.

### **Information to Proposed Transfer of School**

If you are proposing a change of school for your child please provide as many contact details as possible in relation to the new school so that we can ensure a smooth transfer of information relating to the child. All details regarding your child's progress will be transferred to the new school.

### **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 unauthorized 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 these cases, a letter from an employer should be provided to the school. Parents going on holiday during term time will not be issued with work for their children from the school. Books belonging to the school should not be taken on holiday with the child.

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. All attendance is monitored by both the school and South Lanarkshire Council, however, where attendance falls below 90% the school will work in partnership with the School Nurse and the Attendance Officer to provide support.

In the case of unexplained absences or continued late coming, the school will contact parents in the first instance, by issuing a standard letter. Where no improvement in attendance/punctuality follows, there may be a referral to the Attendance Officer.

The School holiday dates and in-service dates are available from the website [www.southlanarkshire.gov.uk](http://www.southlanarkshire.gov.uk)

### **Late Arrivals**

We understand that in exceptional circumstances your child may arrive late for school. It is vital that you enter school by the main entrance and report to the school office where your child's arrival will be recorded. Staff will then ensure your child arrives in class safely.

The school holiday dates and in-service dates are available from the website [www.southlanarkshire.gov.uk](http://www.southlanarkshire.gov.uk)

### **Burnside – a safe school**

Burnside Primary places a strong emphasis on pupil safety and parents may wish to know that an adult presence is provided in the playground at break times in terms of the Schools (Safety and Supervision of Pupils) (Scotland) Regulations 1990.

A door security entry system operates in the building. Visitors should report to the main office and sign in. **At no point should any visitor go directly to a classroom.**

### **Wet Weather Provision**

At wet intervals, pupils remain in class and Primary 1 to 6 are supervised by monitors from Primary 7. Promoted staff and support staff also monitor Primary 1 to Primary 7. Wet intervals are brought to pupils' attention by a double ring of the bell, pupils then know to go to their appointed places.

### **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 of 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. Please refer to the school's Anti-bullying Policy and Procedures for further information (school website and app).

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.

The aim of school discipline is to promote positive behaviours of self-control, courtesy, care, mutual respect and consideration, in order to help create the most successful learning environment. Achieving this aim critically depends on the support of parents.

There will be times when teachers will have to remind pupils of the boundaries of acceptable behaviour. Continual and serious indiscipline will be recorded. If children are persistently in trouble, the Head Teacher will ask the parents to support the school in trying to remedy the situation. Where persistent misconduct and indiscipline continues, pupils may require to be excluded from school.

### **Medical and Health Care**

Primary 1 pupils will have height and weight recorded by the School Nurse. Pupils are also given a hearing test in primary one and an eyesight test during their later years. Notice of tests are given as appropriate. Occasional dental inspection also takes place.

**Please inform the school of any medical conditions that affect your child and of any infectious diseases. If a child requires any form of medication during the school day at any time then please contact the school office and complete an Administration of Medicine Form. This must be done by a parent or carer to give consent in order for medication to be administered in school. MEDICATION CANNOT BE ADMINISTERED IN SCHOOL WITHOUT APPROPRIATE ADMINISTRATION.**

Pupils with particular health issues are identified in the class register list so that the teacher or replacement teacher can take action in an emergency. Boxes labeled with full details are kept centrally and parents are asked to complete a form giving details and permission to have medication used. Parents should also make a point of discussing any issues with a member of Senior Management Team at the beginning of a new session.

The school nurse can also be contacted, through the school office, at any time for advice.

**Please do not send your child to school with foods containing nuts/traces of nuts as we have children with life threatening nut allergies in the school.**

### **Accidents in school**

Minor accidents are treated by the office staff. Serious accidents may involve contacting the parent or the pupil's Emergency Contact. **It is essential that all pupils know who their emergency contact is and that the school records are kept up to date of any change.** The school seeks an update on this information at the start of each session.

Serious accidents are recorded on an official form and copies sent to the Education Resources Offices.

Please note that because of Health and Safety rulings, serious cuts can only be treated by placing a clean dressing on the wound. Minor cuts and abrasions are cleaned with mild antiseptic wipes, a lot of plasters and TLC! Please let the office staff know if your child has an allergy to plasters or solution.



When a child takes ill in school and has to be sent home, parents will be contacted to arrange to collect them. We also always inform parents/carers where their child has suffered a bump to the head.

### **School Meals**

Meals are provided through a cafeteria system, with a choice of a packed snack and two cooked dishes available daily. Every attempt is made to provide healthy choice and variety. Parents of pupils needing

special diets should consult the Catering Supervisor. The cost of the packed snack or a hot meal is £1.70 for P4-7 pupils. All P1-3 pupils receive free school lunches.

### **Packed Lunches**

These are eaten in the cafeteria also. Lunch boxes are kept in trays outside the classrooms for children to collect on their way to the cafeteria. Lunch boxes should be collected by the children from the trays outside their classroom at the end of the day. Please ensure your child has items they can open without help. **Please clearly label your child's lunchbox as many similarities exist.**

All children eat together in the cafeteria, whether taking a school meal or their own packed lunches, water is always available and water bottles can be refilled for the afternoon in the cafeteria.

We would wish to draw to your attention to the fact that milk is available for pupils in the school dining hall as part of the meal provision. Children who wish to have milk with their lunch can do so and the cost is included in the £1.65 charge. Additional drinks can be purchased from the Cafeteria.



### **Child Protection Procedures**

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

The shared vision for Lanarkshire's children is "all children and young people in Lanarkshire have the right to be cared for and protected from abuse and harm in a safe environment in which their rights are respected." All agencies will work together in a collaborative way to promote the safety and wellbeing of children and young people in Lanarkshire.

The Chief Officers and Child Protection Committees of North and South Lanarkshire Councils are the driving force for ensuring that agencies individually and collectively work to protect children and young people as effectively as possible.

The Council has a duty in law to report suspicions that a child has been abused or is at risk of harm, in terms of the Children (Scotland) Act 1995. Therefore, Council staff have a professional and contractual obligation to report concerns to the Head of Establishment/ Child Protection Co-ordinator immediately.

Education Resources staff and visitors from other agencies and services are required to follow these Child Protection Procedures to protect and support children and to fulfil their professional obligations to report all allegations or suspicions of child abuse.

For more information, or if you 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 information for parents/carers on how to help ensure their child is safe. The website is: [www.childprotectionsouthlanarkshire.org.uk](http://www.childprotectionsouthlanarkshire.org.uk)

### **Keeping safe online**

The Council has produced an information leaflet –‘stay safe’ for parents/carers on how to help ensure their child is safe when using the internet and mobile devices.

Copies are available from the school or the web: [www.southlanarkshire.gov.uk](http://www.southlanarkshire.gov.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 through our school app, school website, e-mail and local radio stations particularly if there are prolonged periods of severe weather. The council’s website [www.southlanarkshire.gov.uk](http://www.southlanarkshire.gov.uk) will be used to let you know if the school is closed and when it will reopen.

**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](http://www.southlanarkshire.gov.uk) or email us at [education@southlanarkshire.gov.uk](mailto:education@southlanarkshire.gov.uk)**

In the event of a failure particular to Burnside, every effort will be made to retain children in school until normal closing time and to check with home/contacts that it is safe to send pupils home. **Pupils should know to whom they should go in an emergency.** An emergency contacts form is sent home for completion at the start of each session to ensure information is up to date.

### **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/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

### **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**

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 enroll 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.

- When 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 you wish to participate in activities or support for young people through our youth centres, or through adult learning programmes within the community, we will also ask for your personal information to support your application. This may include information about family circumstances or medical conditions.

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 adults 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 behavior 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 to 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;
- 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.

### **Equal Opportunities and Social Justice**

We regard our school as a community, in which, pupils, parents, carers and staff work together and strive to maintain an ethos within which all community members are valued. The school seeks to foster



a climate of social justice, affording equality of opportunity to all individuals. This is a shared responsibility by all staff, parents and carers and a crucial aspect of our partnership to support our children's development. All equality statements of commitment are available on the school website.

### **Reporting of Racist Incidents**

Schools must take seriously any reported racist incident. Within the school's approach to promoting positive discipline a record of all alleged racist incidents is maintained and each incident fully investigated. Schools are required to notify parents/carers and the local authority of such incidents, regardless of the outcomes. Data is collected for statistical purposes by the authority.

### **Equality and Diversity Impact Assessment**

Schools and education establishments have a legislative duty to undertake an assessment of equality and diversity. This is the process of systematically assessing and consulting on the effects that a policy, process or strategy is likely to have on different groups in the community who might experience disadvantage/barriers in accessing services. The process includes monitoring the actual effects of the policy once it is put into practice. Policies do not affect everyone in the same way. By assessing in the early stages, any adverse impact can be identified and minimised.

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

The list is not intended to be exhaustive and authors may wish to consider additional sources of school, local and national information, material and resources.

### **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 –

<http://www.scotland.gov.uk/Publications/2006/09/08094112/0>

Parentzone provide information and resource for parents and Parent Councils –

<http://www.educationscotland.gov.uk/parentzone/index.asp>

## **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/HLiv>

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/resources/b/genericresource\\_tcm4725663.asp?strReferringChannel=parentzone&strReferringPageID=tcm:4-634353-64](http://www.educationscotland.gov.uk/resources/b/genericresource_tcm4725663.asp?strReferringChannel=parentzone&strReferringPageID=tcm:4-634353-64)

Information on the Senior Phase –

<http://www.educationscotland.gov.uk/thecurriculum/whatcanlearnerexpect/seniorphase.asp>

Information on Skills for learning, life and work –

<http://www.educationscotland.gov.uk/thecurriculum/whatcanlearnerexpect/skillsforlearning.asp>

Information around the Scottish Government's 'Opportunities for All' programme –

<http://www.skillsdevelopmentscotland.co.uk/our-services/services-for-individuals/opportunities-forall.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/keypublications/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](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](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>

## **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](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/supportinglearners/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.scqf.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**

**Schools and local authorities should consider the most relevant school, local and national policies and include details or links for parents to sources of further information.**

**National policies, information and guidance can be accessed through the following sites:**

<http://www.scotland.gov.uk/Topics/Education> <http://www.scotland.gov.uk/Topics/Health>

<http://www.scotland.gov.uk/Topics/People/Young-People>

Children (Scotland) Act 1995 – <http://www.legislation.gov.uk/ukpga/1995/36/contents>

Standards in Scotland's Schools (Scotland) Act 2000 –

<http://www.legislation.gov.uk/asp/2000/6/contents>