



## SCHOOL HANDBOOK 2018/19

**T.E.A.M**  
**TOGETHER EVERYONE ACHIEVES MORE**

Last updated 30<sup>th</sup> November 2018

# Dumfries and Galloway Education Services

## Creetown Primary and Nursery School Handbook

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## 1. Letter from Head of Education



Dear Parent/Carer

Our schools across Dumfries and Galloway have high expectations and high aspirations for pupils and staff. Like you, we want the best possible future for your child. We know that children do better at school and go on to achieve more in life when families and schools work together. We want to make sure that you, as parents and carers, feel involved in your child's learning, feel welcome and listened to in our schools. We have a shared interest in your child being happy, confident and successful in school.

Parents, pupils and staff are partners in the education process and we all have a role to play. The information in this handbook should reflect information that is important to you and your family to support your involvement and engagement in your child's learning. Working with your Parent Council and your Headteacher we can make sure you have the information about your school, the Education Service and our partners to give your child the best start in life.

Yours sincerely  
Gillian Brydson  
Head of Education

More Information on Education Services is available at <http://www.dumgal.gov.uk/schools>  
and in our Annual Report  
<http://www.dumgal.gov.uk/article/17612/Education-Authority-Annual-Plan>

## 2. Welcome from Head teacher

Dear Parent/ Guardian,

The staff and pupils of Creetown Primary School would like to welcome you to our school and hope you will find this Handbook both useful and of interest. Our parents have said "The current handbook is well written and gives a clear detailed direction for the school's future."

It has been written to give you important information about our school, its aims, the curriculum and many other aspects of school life. As you get to know the school and everyone in it we hope that you will enjoy close contact with the school in the many ways described in the following pages.

In an ever-changing society, we are aware of our responsibility to prepare our young people for the future. Our vision is to do all we can to support them and we are committed to the highest possible levels of achievement for all our pupils. We hope that it will help to develop a close partnership between home and school. In this way we can ensure that your children have the best educational experience possible. We are a small school but we take pride in offering our pupils a wide and interesting course of study meeting the needs of a modern education programme within the framework of Curriculum for Excellence.

Creetown is now a partner school with Minnigaff Primary. We have developed this partnership with a team of dedicated staff who work towards a shared vision of providing the best possible opportunities and experiences for our pupils ensuring children develop a broad range of skills and capacities, whilst supporting them to thrive providing excellence and equity following:

Dumfries and Galloway Education Authority Annual Plan - August 2018 to July 2019

[http://www.dumgal.gov.uk/media/20367/Education-Annual-Plan/pdf/Dumfries\\_and\\_Galloway\\_Annual\\_Education\\_Plan\\_2018.pdf](http://www.dumgal.gov.uk/media/20367/Education-Annual-Plan/pdf/Dumfries_and_Galloway_Annual_Education_Plan_2018.pdf)

which is aligned to the guidelines of the: National Improvement Framework

<https://www.gov.scot/publications/2018-national-improvement-framework-improvement-plan/pages/1/>

and the aspirations and recommendations of the Education Bill: <https://news.gov.scot/speeches-and-briefings/scotlands-education-reforms>

You can help us by sharing information that you believe may affect the health, welfare or education of your child. Please do not hesitate to contact us.

With Best Wishes,

*Ilene McColm*

**Ilene McColm**

Acting Head Teacher

### 3. Education Services Aims

#### Priorities and Commitments

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

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

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

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

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

#### **Our Council's Priorities and Commitments** are to:

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

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

#### **Our commitment is to:**

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

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

Raise ambition and attainment, to address inequalities.

Support children to be healthy and active.

### 4. School Aims

**Our School Vision, Values and Aims have been agreed through consultation with Pupils, Staff and Parents.**

**Our Vision** – T.E.A.M – Together Everyone Achieves More

#### **Our Values**

We value - Care and consideration

Teamwork

Honesty

Kindness

Respect

Commitment

## **Our aims have been written by our pupils.**

It is our aim that all pupils -

- Learn in all areas of the curriculum with help from teachers, other students, staff members, parents and family members and our wider community.
- Are able to read, write, communicate, understand numbers, keep ourselves safe and healthy to help us get ready for all parts of life.
- Are supported by staff, each other and the school community to help them succeed in life.
- Are ready to move on to the next step in school.
- Are able to understand how we are doing and work out our next steps.
- Try new things and achieve their goals.
- Look after and respect each other.

## **5. School Ethos**

Creetown Nursery and Primary School aspires to be an ambitious, excellent school where all children get the best opportunity to realise their full potential through embracing the principles and values of the National Priorities and the 3-18 Curriculum, "A Curriculum for Excellence".

We strive to support and engage all staff, partner agencies and parents in improving the quality of education and raising levels of attainment, achievement and participation of all children whilst providing a happy, stimulating and safe environment where every child is valued.

We place great value on care and consideration, positive relationships, honesty, kindness, politeness, respect, responsibility, self-confidence, self – control, teamwork, commitment, achievement and participation and as such our school motto is TEAM – Together Everyone Achieves More.

## **6. School Information**

### **6.1 Name/Address/Telephone Number/Website / other social media links/Email Address**

Creetown Primary School

Chain Road

Creetown

Newton Stewart

Dumfries and Galloway

DG8 7JR

Telephone / Fax: 01671 820243

Email: [gw08officecreetown@ea.dumgal.sch.uk](mailto:gw08officecreetown@ea.dumgal.sch.uk)



## 6.2 Head teacher details

Mrs Ilene McColm (Acting)

## 6.3 Roll of School / denominational status (if any)/ Status of Gaelic

### Roll of School 79

P1	13
P2	11
P3	6
P4	7
P5	10
P6	4
P7	10
Nursery	18

Denomination Status : Non – denominational

**Status of Gaelic :** Gaelic is not currently taught at Creetown Primary School

## 6.4 School Staff

Mrs Ilene McColm	....	Head Teacher (Acting)
Mrs G Gorman	....	Class Teacher (Principal Teacher)
Miss J Parkinson	....	Class Teacher
Mrs S. Donley	....	Class Teacher
Mrs A. McClymont	....	RICCT teacher
Mrs J. Davies	....	Additional Support for Learning Teacher
Mrs G. Muir	....	Learning Assistant
Mrs D. Hay	....	Learning Assistant
Miss Ellidh McConnell	....	Nursery Manager
Mrs J. Warnock	....	Nursery Nurse
Mrs S Bodle	....	Nursery Nurse
Mrs N Todd	....	Nursery Nurse
Mrs A. Lochhead/Mrs T Chambers	....	Senior Clerical Assistant
Mrs P. Allison.	....	Janitor / Playground Supervisor / Cleaning Assistant
Mrs K. Hannah	....	Catering Manager
Mrs A. Rennie	....	Cleaning Assistant

## 6.5 Terms and Holidays

At the beginning of each new session, we send a copy of the school terms and holidays home to parents. Should you need extra copies at any point throughout the school year please contact the school office and we will be happy to arrange this for you.

### Holidays

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

Education Services recognises that some parents have difficulties in arranging their own holidays to suit school holiday periods and parents remain free, within reason, to remove their children for holidays during term time. They should, however, appreciate that prolonged absence from school at any stage is harmful to a child's education and it is not possible – not fair to other children – to direct teaching time to assist a child who has been on holiday to catch up on what they have missed. This means that, whilst parents are at liberty to remove children from school for the purposes of family holidays, such absences will be recorded as 'unauthorised'. Parents should continue to inform the school, in writing, of any such holiday plans.

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

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

***School Term dates have been agreed to August 2022.***

***Process to review will start in March 2021 for 2022-2025***

## 6.6 Nursery

Our nursery is based in the school allowing for strong links to the main school and providing a smooth transition from Nursery into Primary 1. A copy of our Transition Policy may be requested from the school office. Our Nursery currently operates 1140 hours and is open from 8.30am until 3.30pm.

## 7. Contact Us

### 7.1/7.2 If you need to find out something /If you have a comment or concern

The school has a security system for the safety of all. On arrival at the door, push the button and speak into the intercom and someone will open the door for you. You should then sign in via the parent sign in book and wait in the foyer for a member of staff.

Teachers are always available to see parents before and after the school day and you are encouraged to drop in before or after school if there is anything which concerns you about your child's health, welfare or education or if there is anything you wish us to know which may affect their work in school.

However, as teachers are class committed if a lengthier discussion is needed you are advised to telephone the school to make an appointment. This can be done when the clerical assistant's Alison Lochhead and Tracy Chambers are on duty or out of class teaching time.

A comment might be some brief feedback about how we have handled a situation or delivered a service. It is best to pass a comment straight to the school so that we can take any necessary action. You may be suggesting an improvement to what we do or a change to how we operate. If you have

something you would like to raise, we would always ask you to discuss any concerns / issues you have initially with your

- Primary Class teacher if the enquiry relates to classroom practice.
  - Headteacher if the enquiry relates to whole school matters or you require an unresolved
- If you are not happy with the response you receive or a decision that has been made, you can Ask us to Look Again. You can do this by contacting [Educationssupport@dumgal.gov.uk](mailto:Educationssupport@dumgal.gov.uk) . At this point an Officer will contact you and discuss the issue and share directly with you the outcome of this work.

classroom issue to be discussed further.

- Parent Council and/or Connect (the membership organisation to support your Parent Council) If your enquiry relates to whole school matters linked to Parental Involvement.

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

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

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

## **8. How the School Works**

### **8.1 Enrolment and moving from nursery**

Parents may opt for a place in any school they wish, at any time, but priority for a place will be granted to children from the recognised or 'delineated' catchment area. Information regarding catchment areas can be found on the Council's website by accessing "Find My Nearest"

<http://www.dumgal.gov.uk/article/15086/Find-my-nearest>.

Full details on how to enrol or move school are available from the school or on the Council's website

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

Children are entitled to start their formal education at the beginning of the school session (August) if they become 5 years old between the 1st March of the year of entry and the last day of February the following year.

Enrolment takes place in January/February and dates and times will be communicated to parents by school and also through advertisements in the local press. When enrolling a child, parents should bring their child's birth certificate to school and proof of address.

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

The Head Teacher also visits children at nursery prior to them attending the induction days. The visits enable us to exchange information and to look over records of work to help us know how to best plan for individual's learning.

### **Principles of Transition**

Transitions should provide opportunities for:

- families to be involved
- developing positive relationships
- building on previous experiences
- managing change and new challenges
- flexible approaches to meet individual children's needs
- collaborative working
- meaningful, progressive learning experiences
- continuity of experience (home to pre-school)
- continuity of learning environment and pedagogy within the Early Level, (Curriculum for Excellence)

Throughout the year we invite pre-school children and staff to school events e.g. festive occasions, assemblies, sports day, fund raising events etc.

In the summer term we invite new Primary 1 children into school each week for a morning or afternoon. This gives them the chance to experience the school environment and to meet pupils and staff. We also organise a parents' meeting to introduce staff and to explain how you can support your child with their learning in Primary 1. A school handbook will be available and parents can ask questions and meet other Primary 1 parents. New pupils will receive an information booklet containing photos of the school, staff and items that they will need to bring with them when they start school. In June, pupils will come to visit for a full day and stay for lunch.

A letter will be sent out to parents and new children in May with dates of these days and it is hoped that all children and parents will be able to attend.

In addition a meeting to discuss aspects of the P1 curriculum will be had at the beginning of the academic year and a parent consultation had regarding how your pupil has settled in both socially and with school work. It is hoped that all of the arrangements outlined will help the pupil move from Nursery or pre-school or home to Creetown Primary School as smoothly as possible and experiences will continue and be built on.

## **8.1 School Day**

School Starts at	9.00 am
Morning interval	10.30 -10.50am
Lunch	12.30 – 1.15pm
School Finishes	3.05pm

**No child should arrive at school before 8.45am** when supervision in the playground or hall on wet days, is undertaken by Mrs P Allison.

Children should be collected from the school gate at 3.05pm. It is important that you let the school know if you are going to be at all late in collecting your child. This avoids upset to the child and allows staff to take your child into school to wait.

### **NURSERY**

8.30am - 3.30pm

## 8.2 School Uniform/Dress Policy

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

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

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

**School Clothing grants.** The award of clothing grants is to assist with the cost of school clothing for families who are on a qualifying benefit or on low income. The current award is £100 per child. Guidance and more information is available at <http://www.dumgal.gov.uk/article/15246/School-clothing-grants>

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

Trainers or soft plimsolls are required for PE or for indoors. For formal occasions such as school concerts, services, photos and visits all children will be required to wear school uniform.

**It would be very helpful to pupils and staff if parents could ensure that all uniform is named.**

Creetown Primary School uniform is as follows:

Maroon sweatshirt, cardigan or hooded top embroidered with the Creetown School Logo.

White polo shirt.

Black or grey smart trousers or skirt.

Parents can order online from Border Embroideries.

## 8.3 School Meals

In Dumfries & Galloway Council, Economy, Environment and Infrastructure, Facilities Management – Catering Services, are bound by The Schools (Health Promotion and Nutrition) (Scotland) Act 2007, which means they create a balanced nutritious menu over any one week.

By following these guidelines Facilities Management – Catering Services:

- Places health promotion at the heart of school activities
- Ensures that food and drink served in schools meets nutritional requirements
- Ensures their local authority promote the uptake and benefits of paid and free school meals

The Naturally D&G brand promoting by Facilities Management ensures that:

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

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

### Special Dietary Requirements

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

For more information call 030 33 33 3000 and ask for Facilities Management – Catering Services.

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

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

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

## 8.4 School Transport

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

### Who is entitled to school transport?

Pupils who live 2 miles away from their catchment school if they are under 8 years old

Pupils who live 3 miles away from their catchment school if they are 8 years and over

Roman Catholic children attending the denominational school for their address and live the above statutory distances from that school.

### **Who is entitled to school transport?**

Pupils who live 2 miles away from their catchment school if they are under 8 years old

Pupils who live 3 miles away from their catchment school if they are 8 years and over

Roman Catholic children attending the denominational school for their address and live the above statutory distances from that school.

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

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

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

Your child is not entitled to transport if they attend an alternative school by parental choice. It is the responsibility of the parent/guardian to organise transport to the school.

Any alterations to transport arrangements that occur during the school year will be communicated prior to any changes being made. If school bus passes are required these are issued at school.

## **8.5 Class organisation**

Currently we have five classes arranged using Dumfries and Galloway Authority's Classroom Organisation and Management Policy.

- P1/2
- P2/3/4/5
- P5/6/7

(For further information see Primary School Class Organisation 2011 – Dumfries and Galloway policy)

When the weather is fair, there will be an adult in the playground, to supervise the children's play and to ensure that as far as possible, nothing untoward occurs.

There is a variety of playground equipment/ games available at all break times.

Supervised playtimes are as follows:

08:45 – 09:00

10:30 – 10:50

12.30 – 1.15

3:05 (Class teachers supervising safe departure from school grounds)

During periods of inclement weather, supervision will be exercised indoors with rotas for use of computer and a wet play games box used by the pupils.

## 8.6 Positive Behaviour and Celebrating Success

We are keen to celebrate success both in and out with the school environment. All classes have an achievement wall where wider success is celebrated. All children can gather Harvey Cup points both for themselves and the school house team. They do this through following the school's code of conduct, showing good manners and working well. Each week at Assembly we award our Person of the Week certificates and celebrate wider achievements and participation. Further details can be found in our "Promoting Positive Relationships Policy", a copy of which can be requested at the school office. School successes are promoted in our newsletters and in the local media so please let us know if your child has achieved success out with the school.

Photos and experiences which show pupil achievements and successes are displayed in the school and will soon be recorded in their 'My Learning Journey' folders. On-going achievements are shared at weekly assemblies. A number of newspaper articles in the local press are published to celebrate occasions and successful events in the community. An annual achievement ceremony is held in the school where certificates, awards, experiences and trophies are presented to pupils in front of family, friends and members of the local community.

## 9. The Curriculum

### 9.1 Curriculum for Excellence

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

**How does Curriculum for Excellence work? Curriculum for Excellence includes four contexts for learning:**

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

#### **Curriculum levels and stages**

- The curriculum has two stages: the broad general education (from the early years to the end of S3) and the senior phase (S4 to S6).
- The broad general education has five levels (early, first, second, third and fourth). The senior phase is designed to build on the experiences and outcomes of the broad general education,
- **Broad General Education** Children and young people work their way through Experiences and Outcomes in each of the five Curriculum Levels (Early, First, Second, Third, Fourth) and in each of the eight Curricular Areas. The five Curricular Levels span pre-school to the end of S3. This is the Broad General Education. Pupils progress at their own pace, working through the Experiences and Outcomes of the most appropriate level for them. Pupils will be supported in collecting evidence of their achievements, with a profile of these being produced in P7 and S3.
- **Experiences and Outcomes** are what the learner will be able to explain or do. There are detailed Experiences and Outcomes for all subjects available on the Education Scotland website; teachers work to deliver these, and the progress of learners is measured in the achievement of Outcomes. Reporting to parents is likely to include information about children's Experiences and Outcomes and about the Levels at which they are working.



and to allow young people to take qualifications and courses that suit their abilities and interests

## 9.2 Subject Information

### Languages (including Modern Languages)

It is important that children experience an environment which is rich in language with high expectations set for the development of literacy and language use. To develop language skills, children need to enjoy spending time with a variety of literary texts. In the early years, teachers will model good spoken language and play activities which promote spoken language whilst developing reading skills and techniques.

### Reading

From the beginning parents are requested to enhance their child's learning by supporting them as specified in their reading record books and clear as to how they can help their child(ren) practise their phonics. We encourage early reading skills through the Edinburgh Literacy Rich programme and have a variety of Reading Schemes which help children to develop reading skills. Children are also encouraged to enhance reading through class novel and author studies. Each classroom has a library with a variety of texts to encourage diversity of reading materials and their enjoyment of these.

### Writing

Through planned and varied use of poems, stories, plays and functional writing, such as reports and letters, pupils are made aware of the diversity, breadth and effect of our language - English or Scots - and are taught to develop their own skills in written communication. Children are encouraged to develop writing skills from nursery (mark making), Primary 1 (emergent writing) through to comprehensive pieces in Primary 7. We use the Big Writing programme in school to develop writing skills.

### Talking/Listening

Classes have ready access to a variety of IT equipment such as video, video camera, still camera and audio tape recorders allowing pupils to develop oral communication skills and to enhance their listening skills. We also invite visitors into school and make good use of educational excursions to develop talking and listening skills.

### Modern Foreign Language

Learning other languages encourages and enables children to play their part in global citizenship through making connections with different people and their societies. It is important that they become confident users of modern languages so that they have the skills to become equipped in the global market place. All children in school will be introduced to and developing skills in French.

### Mathematics

It is important that we have a strong emphasis on the role that mathematics plays in today's society and the relevance that it has in children's daily lives. We aim to develop algebraic thinking from an early stage. Mathematics is developed under the 3 main headings of

- Number, Money and Measurement
- Shape, Position and Movement
- Information Handling.

To this end the school cluster has worked on a maths programme which is structured for breadth, balance and continuity; and practical/problem solving activities are an integral part of the scheme. Each child is also given opportunity to develop their skills in Financial Education via a visiting tutor. We work with the Authorities Mental Maths Strategies document to promote mental maths skills.

## Social Studies

Much of this area will be covered through the use of thematic contexts. We will be encouraging children to develop their understanding of the world past and present, the people in the world and their values and of their environment. We will give opportunities to focus on Scotland's place in the UK, Europe and the world whilst also exploring Scotland's history and geography. Social Subjects are structured under the following 3 main headings

- People, past events and societies.
- People, place and environment.
- People in society, economy and business.

## Sciences

The key learning areas of Sciences have been identified as

Planet Earth.

Forces, electricity and waves.

Biological systems.

Materials.

Topical Science.

Learning in sciences encourages children to develop skills and knowledge which are needed across all sectors of the economy, to become inventive, creative and enterprising adults with the ability to work collaboratively. We encourage children to investigate and develop their understanding of the living, material and physical world.

The Cluster have provided a 3 year rolling Science programme which will be followed by all cluster schools. This will allow all children to develop the same skills, Scientific approaches and Scientific Knowledge and Understanding which in turn will be beneficial to undertaking Science activities when children transition to Douglas Ewart High School.

## Technologies

In an ever changing world where technological advances are moving forward exceptionally quickly, it is important that we equip children with skills which allow them to adapt to new technologies and become enterprising citizens. We will develop skills which allow children to make informed choices. To this end Technologies have been split into 6 main areas.

- Technological developments in society.
- ICT to enhance learning.
- Business.
- Computing science.
- Food and textiles.
- Craft, design, engineering and graphics.

At Creetown primary we have developed plans which show the links between areas of Social Studies, Sciences and Technologies so that learning becomes more cohesive. We encourage Literacy and Numeracy skills across the curriculum.

## Religious and Moral Education

We promote an ethos of respect and endeavour to create and maintain an environment where everyone feels valued. Religious and Moral Education enables children to develop an awareness and understanding of the lifestyles of people out with their own experiences, to develop tolerance and respect of others, develop and reflect upon their own values. We encourage children to explore aspects of the world's major religions, independent of religious belief.

The religious and moral education programme falls under the following headings:

- Christianity.
- World religions selected for study.
- Development of beliefs and values.

School Assemblies are held regularly with the Primary 7 pupils leading them. When a School Chaplain is in post he/she is invited to lead an assembly once per month. All classes have the opportunity to present an assembly to the school. We also welcome visitors from Scripture Union at assemblies throughout the year.

Should parents wish their child(ren) not to participate in Religious Education, arrangements can be made for them to pursue some other aspect of the curriculum while religious instruction is going on.

Parents are reminded that they have the statutory right to withdraw their child/ren from Religious Education and Observance.

### Expressive Arts

The expressive arts allow children to develop their artistic and creative skills both as individuals and as part of a collective. We provide opportunities for children to recognise the value and variety of local, national and global culture whilst developing a sense of their own identity. We are supported in this through visiting specialist in Art, Music and PE and a singing tutor. Throughout the years children in our school have worked with a variety of visiting artists, theatre groups and storytellers.

Expressive arts fall under the following headings:

- Participation in performances and presentations
- Art and design
- Dance
- Drama
- Music

## 9.3 Health and Well Being Education

Through our Health and Wellbeing programme we aim to give children the opportunity to gain a simple knowledge and understanding of the following areas

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

We aim to promote and develop the skills, capabilities, attributes, knowledge and understanding which children need to ensure their mental, social, emotional and physical wellbeing now and in the future.

As part of the Machars cluster we will all work on providing the same sexual health programme across the cluster. Parents will be informed prior to this learning taking place in class and come into school to discuss this with the Head Teacher should they wish to.

PE forms part of the Health and Wellbeing curriculum and consists of various activities including ball skills, games, gymnastics, athletics and dance. The senior classes participate in outdoor education - sailing, canoeing and orienteering (if allocated by Outdoor Activities Service).

Each year a variety of other opportunities arise for children to participate with other schools in sporting activities such as cross country, football, rugby, potted sports, netball and badminton.

Safety considerations are of the utmost importance and care should be taken to reduce to a minimum the possibility of injury.

Pupils should bring a PE kit to school each day. This consists of:

- T-shirt
- Gym shorts
- Plimsolls
- Outdoor activities may also require a sweatshirt and jogging bottoms.

Children are not permitted to wear football strips colours as part of their PE kit. As per Authority policy, pupils should remove all jewellery prior to PE. Parents must supply children with plasters or tape to cover newly pierced ears. Staff will not remove or replace jewellery.

PE sessions are taken by the class teacher which equates to the recommended 2 hours of PE that every child is entitled to participate in.

The school works in conjunction with our partner agencies to deliver part of the Health programme.

Currently all children participate in the Daily Mile where they are encouraged to walk, run, jog, skip etc around the playground for 15 minutes daily.

## **10. The Wider Curriculum**

### **10.1 Extra Curricular Activities**

A number of extra curricular activities are available after school throughout the year and as a school we are keen to encourage as much participation from all pupils as possible. Activities offered in the past include football, rugby, netball, tennis and athletics which were delivered by the Active Schools staff. We run a variety of after schools clubs depending on the pupils' preferences. .

Miss Parkinson runs a free after school Badminton Club for the senior pupils. This is very well attended and our children have achieved huge successes in Cluster competitions. We also hold an in school competition. The winners receive their award at the end of year presentation.

We work closely with our Active Schools Co-ordinator to offer a variety of activities throughout the year. There may be a small charge for these.

It is sometimes difficult to have enough volunteers to run clubs, so if you have any time or hobbies and interests you would like to share with the children, please contact the school

### **10.2 Pupil Council**

All children in our school are members of a specific group which gives them the opportunity to effect change throughout the school and to develop leadership and teamwork skills. These groups run at specific points throughout the year. At present we have 3 working groups which are supervised by a member of staff but run by the pupils following set agendas.

Pupil Council. The Pupil Council has responsibility for organising school and charity events throughout the year. They have also set up a book club. The Pupil Council is responsible for the suggestion box and bringing these to the Head Teacher. Pupil Council organised very successful Scottish Evening and Beetle drive events. Monies raised were donated to the children's ward at Dumfries and Galloway Infirmary.

Health Group. This group has responsibility for Health and Wellbeing issues such as promoting healthy snacks via their Tasty Thursday healthy tuck shop. Health Group introduced us to the Smoothie of the Month with a unique flavour each month. They used their monies to plan and organise a whole school Health day with input from Active Schools and fruit tasting sessions.

ECO Group. See note below 10.5.

## **10.3 School Trips**

At the beginning of each school session, parents are asked to complete a consent form which allows us to take children on local excursions within our local environment and our Cluster. Our local community provides a rich learning environment and we often take children out on walks and visits. We will inform parents of when these trips are taking place and welcome parent/ carer helpers.

Trips which may take us further a field and / or to competitions will require additional consent forms. It is important that all consent forms and relevant information are returned to the school office as quickly as possible.

We aim to take children on educational visits throughout the year including entry into the Galloway Music Festival, overnight visits to Carlingwark and our visit to Kingswood Activity Centre.

## **10.4 The Community**

At Creetown Primary, we are keen to develop and sustain links with our whole school community. Parents and carers are our first link into the children's wider community and as such we provide many opportunities for parental involvement in school. From Nursery through into Primary 7 we are keen to involve parents and share their skills, from helping with CAPER reading books, joining us on school excursions to small activities where parents have shown their professional skills to children. We are always looking for new ways to involve our wider community and welcome your suggestions. Parents/ carers and members of our community are invited into school throughout the year to share learning and celebrate achievements. Primary 7 pupils organise a Senior Friends Garden Party which involves our senior friends enjoying coffee and cake with the children and is always well attended.

We have a good working relationship with Creetown Initiative which has provided learning experiences for the children which we may not otherwise have been able to offer. This year our children are being offered the opportunity to work within the local charity shop set up in the village providing excellent experiences linked to the world of work.

We work closely with our Partner Agencies to support learners with their learning. We work closely with partners from the Health Services to provide support for children when appropriate. Permission is always sought from parents / carers prior to this. Our Police Liaison Officers support the delivery of Health and Wellbeing through aspects of keeping safe such as Road Safety and Stranger Awareness. We also access sporting opportunities through the Active Schools coordinator. Our local Minister also joins us for assemblies and festivals throughout the year.

This session we aim to take our Citizenships into the local Community, further developing skills for learning, life and work.

## **10.5 Eco Schools etc.**

ECO Group. Children in this group are responsible for keeping our school green. They have come up with many recycling opportunities which raise money for the school including a textile recycling bank. They are consistently looking for ways to keep our school and local community greener and cleaner.

## **1. Home/ School Partnership**

### **11.1 Parent Council**

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

Every parent who has a child at our school is a member of the Parent Forum. The parent council is a group of parents who have chosen to represent the parent forum. As a member of the Parent Forum, each parent can expect to:-

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

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

- Supporting the work of the school;
- Gathering and representing parents' views to the Headteacher, Education Authority and Education Scotland;
- Promoting contact between the school, parents, pupils and the local community;
- Fundraising and organising events;
- Reporting to the parent forum; and
- Being involved in the appointment of senior promoted staff.

At Creetown Primary we are keen for all parents to become involved in the life of the school and as such we have conjoined meetings of our parent council and our P.T.A which is the fundraising branch of our parent council. Parent council business is discussed firstly with the latter part of the meetings being for P.T.A. business. Meetings are advertised well in advance and are your chance to learn more about events in school and ways in which you can help. Your views are welcomed so please come to meetings when you can. Minutes of each meeting are displayed on the notice board at the main entrance to the school.

Parents can be directed to <http://www.dumgal.gov.uk/article/17608/Parental-Involvement> for further information on Parental Involvement and Engagement and support information for Parent Councils. In addition, ALL parent Councils in Dumfries.

and Galloway have membership to CONNECT (formally SPTC). Membership includes Insurance cover and training opportunities. For more information visit <https://connect.scot/>

## 11.2 Communicating with Home

Text messaging and email will be the main way we communicate with you should the school need to close (bad weather, loss of heating, fire, loss of power etc) However we are aware that mobile reception is poor in our area and as such we set up a ring around process each winter. If you feel that you are able to be part of this then please volunteer when the letter comes home.

We also use this service to send messages as reminders or messages which involve a tight timescale. E.g. "Your child will need to bring a packed lunch tomorrow for our class visit to....."  
"Due to poor weather the football match is rescheduled to next week at the same time."

Any message you receive will begin with "Creetown School", and then give you the message.

As the system may be set to your mobile telephone number as the first option, please can you ensure that you update us of any changes you make to contact details throughout the year, this will become especially important when we use this system.

Most letters home will be sent via the Groupcall email and text system so please ensure that we have up to date contact details.

The parents receive termly curriculum news which outlines the content of their work for the term. There are also monthly newsletters which have general school information including dates, photos of recent events or trips and the parent council minutes often accompany these newsletters.

We invite parents in each term to share Pupil Learning Folders with their children. On occasion we may be able to send these home if parents are unable to attend our sharing sessions. Please add your comment in the parent section and return the folder to school. Class teachers also communicate via Homework diaries / reading records. These are a two way document and we encourage parents to use these also.

A full pupil progress report will be issued for each child in March. These will tell you how your children are progressing in school. You will be asked to make your own comment on the report. We also offer parent / teacher appointments at this time where you are invited to attend with your children and together review targets and set new learning targets with the class teachers. Parents are reminded that staff will be available at points throughout most school days should they wish to discuss pupil progress.

There will be many opportunities throughout the year for parents to join us in school to join the learning experiences with their children or to volunteer. We appreciate your offers of help and attendance when you can.

## **11.3 Attendance**

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

### **Unexplained Absences / Lateness. Parents are asked to ensure that:**

1. The school is informed if the family are running late.
2. Any legitimate absence is notified to the school by telephone before 9am on the first day of the absence without fail, and that further calls, before 9am, are made on every subsequent day of the absence. Schools will contact you in writing with any concerns.
3. Contact telephone numbers, whether for home, for parents at work or for other emergency contacts, are kept up to date and are genuinely numbers where a response will be received. This is particularly important with mobile phone numbers.
4. The school is kept informed of the absence and the likely return date.
5. Any planned absences are officially notified to the school, in writing, in advance.

6. School would be informed before 1.15pm if a child was not returning to school after lunch because of becoming unwell over that period.

7. Latecomers report to the school office on arrival at school.

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

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

## **Holidays**

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

Education Services recognises that some parents have difficulties in arranging their own holidays to suit school holiday periods and whilst parents remain free, within reason, to remove their children for holidays during term time. They should, however, appreciate that prolonged absence from school at any stage is harmful to a child's education and it is not possible and not fair to other children – to direct teaching time to assist a child who has been on holiday to catch up on what they have missed. Parents should always inform the school, in writing, of any such holiday plans.

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

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

## **11.4 Homework**

Homework is an essential link between the school and home. We see this as an opportunity for parents to discuss school work with their children and to become involved in their learning. Homework activities are set to reinforce and develop learning taking place in classes. Homework activities should be an opportunity to enjoy learning with children. If for any reason, homework activities are becoming problematic at home, please stop the activity and contact the class teacher for discussion. Homework will be set by the class teachers and written into the child's homework diary or reading record with an outline of the task and details of when it should be returned to school. These are two way methods of communication and parent comments are welcomed. To support your child, please take time to complete and discuss their homework with them.

Children will be asked to complete a research project each year. Details of these will come directly from the teacher with aims and success criteria attached.

As parents you should expect to see the following homework activities –



Nursery – Story Sacks – These are an opportunity to read and play games with your children. Story Sacks are kept at home for a week.

Showing Time – You will be told when it becomes your child's opportunity to bring in an item from home to show and discuss with the other children. Please take time to prepare your child to talk about their chosen item.

Interest / Theme Tables – Nursery staff will alert parents to any specifically themed displays / tables that they are setting up. Please support your children to bring in an item to add to the display.

Primary 1 – Primary 7

Spelling – children will receive spelling homework at the beginning of each week and a set of activities which can be used to support spelling. Choose a different activity each day to support your child.

Each week you should also expect to see a piece of homework which will support skills development in reading, writing, mathematics and an alternative curricular area. Details will be in the homework diaries.

This year we have introduced Connect 4 Homework which is a range of family based activities supporting Health and Wellbeing and aspects of the whole curriculum.

## **11.5 How is my child doing? (Assessment and Reporting)**

We use a wide variety of formative assessment strategies to determine how well children are progressing throughout the year. Teachers always share the reasons for learning with children and explain what success looks like. Children are encouraged to discuss this with class teachers. Teachers evaluate each activity and use this as a basis for development. We encourage children to evaluate both their own and other's work.

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

Each child has a Learning Folder where they set learning targets with the class teacher and evaluate their progress towards these. Evidence of their learning such as pieces of written work, photographs etc are kept in this folder. There are sections detailing skills children have developed, their progress within the curriculum, developments within the 4 Capacities and their wider achievements. Teachers and children make positive comments in the folder. We aim to share these with parents each term and would encourage you to take time with your children to discuss their learning and add your own positive comment.

Pupil progress in Literacy and Numeracy is assessed through the use of computerised programmes across the school. Progress in Numeracy and Literacy skills and concepts may also be tracked through the children's use of IT packages such as Education City and Sumdog.

Parents will have opportunities to view their child's Personal Learning Plans each term. Open afternoons allow opportunities to watch learning in progress and parents will receive a pupil progress report in March. You will then be invited into school to discuss these with the class teacher. Reports will tell you which level of the curriculum your child is working at and how well they are progressing. Teachers regularly have tracking meetings with the Head Teacher to discuss pupil progress.

This year we have introduced Stay and Learn sessions which are opportunities for parents to join in the lessons with their children.

We also celebrate wider achievements at our assemblies, on the celebration boards in each class room and through inserts in local newspapers.

If at any time you are unsure of how your child is progressing please contact the school for an appointment and your child's teacher will be more than happy to discuss his/her progress with you. The levels within curriculum for excellence are outlined below.

These are the expected levels of progression:

Curriculum level	Stage
Early	Pre-school to P1
First	P2 to end P4
Second	P5 to end P7
Third and Fourth	S1-S3 (Fourth level aligns to national 4 qualifications)
Senior Phase	S4 to S6 in school, college, workplace or community

All children are individuals with very different learning approaches and learning needs. The school acknowledges the importance of these attributes and makes its plans in accordance with them the recognition of the prime importance of individual need is seen as an essential characteristic of the school. The school also recognises that learning involves far more than a list of academic objectives, no matter how useful and welcome. The importance of the environment for learning is a key aim in the school.

## 11.6 Pupil Profiles

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

Nationally it has been agreed that profiles will be produced at the P7 stage although working towards profiles may start earlier than this. These profiles will be discussed and created by the pupils with input from their class teacher. Parents are also involved in supporting their child/children in this process.

## 11.7 Helping the School

Parent helpers are encouraged to help in Creetown school. Parents do not need to be PVG checked if they are working under the supervision of a member of staff and we are always keen to have parent

helpers who can truly enhance the learning environment in Creetown Primary School. However we are able to PVG check a small number of parents who would be willing to commit time to engaging with learning in the school.

## 11.8 Helping your child

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

- Parents can support their child by Listening, talking, and encouraging – this can have a big influence on children's learning
- Encourage your child to talk to you about their learning, what learning is happening at school and do what you can at home to build on that
- Talk to your child about their strengths/interests and how they are progressing
- Encourage your child to talk to you about their next steps in learning and find out how you can work with the school to support this
- Ask for help if you think your child needs it for any reason.
- Praise your child if he/she is working hard at something or has achieved something within or out of school
- Look for opportunities at home to develop literacy and numeracy skills: money, number problems, time, measuring, matching, size, encouraging reading, writing, understanding instructions, questioning information
- Encourage your child to take part in activities e.g. hobbies, clubs which will provide opportunities to develop a range of skills
- Help them work on tasks on their own and then talk about it with you afterwards
- Do things together where appropriate – learn together e.g. if your child has a project or task to do, take an interest and discuss with them what he/she is doing or offer support if this is needed.
- Help prepare for change particularly at key transitions – talk together.
- Talk to them about how they are feeling
- Work together with the school by taking part in discussions about your child's learning and progress e.g. at parent's nights, reviews
- **Work together with the school** by taking part in discussions about your child's learning and progress e.g. at parents nights, reviews

## 11.9 Useful Information

For more information on parental involvement or to find out more about parents as partners in their child's learning, please contact the school or visit the Education Scotland website.

<https://education.gov.scot/parentzone/>

## 12. Support for All

### 12.1 Pupil Support

We work closely with our Learning Support teacher to provide support for those children who may require it. Class teachers will identify children who are in need of support and complete an Identification of Needs form which is then discussed with parents and the Learning Support teacher. From this we prepare learning outcomes and a programme of support for the child. Children may be supported out with the classroom as individuals or as part of a small group. Our Support for Learning

classroom assistant may also provide support in class for individual or small groups of children. Support plans are reviewed regularly and we seek parental comments at these times. Parents are informed when a child may require additional support prior to support being offered.

Each year the school prepares a support for learning audit and from this we receive our allocated number of weekly support hours. The Head Teacher will consult with staff in order to make best use of support hours allocated to the school.

We continue to develop a nurturing approach in schools. This will allow us to support children with social and emotional needs. We currently run an infant nurture group once a week which develops friendships, self help skills and promotes opportunities to raise self-esteem.

## 12.2 Pastoral Care/Anti-Bullying

Every child has the right to be educated in a safe, friendly and inclusive environment. We aim to create an ethos of respect in Creetown Primary and as such have three main points in our school Code of Conduct.

- Respect yourself.
- Respect others.
- Respect the school community and environment.

Each year we hold assemblies which promote inclusion and diversity and tackle the issues of racism and bullying. Class teachers reinforce these messages through the delivery of the Health and Wellbeing programme.

We have a clear policy which promotes an ethos of respect for all, is inclusive and promotes equality. Further details can be found in "Promoting Positive Relationships Policy" available from the school office.

Our Police Liaison Officers visit the school to talk to the children about the Safe use of the Internet and Cyberbullying and ways to keep safe. It is important that in a world where children become more aware of technological advances that we also educate them on their safe use.

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

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

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

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

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

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

- Age
- Disability
- Sex (Gender)
- Gender reassignment (Transgender)

- Marriage and civil partnership
- Pregnancy and maternity
- Race
- Religion or belief
- Sexual orientation

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

## 12.3 Additional Support for Learning

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

The Authority aims to meet the needs of all children with additional support needs through a range of provision from mainstream classes (with or without support) to part-time or full-time provision in a school with a learning centre or base.

This commitment to meeting the needs of all children is based upon the requirements of the Education (Additional Support for Learning) (Scotland) Act 2004 amended in 2009 and translated into procedure and practice by Dumfries and Galloway Education Services' The Framework for Support 2006. This Framework is currently under review.

In Creetown Primary the Head Teacher has overall responsibility for the delivery of ASL within the school.

What is Additional Support for Learning (ASL)?

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

- Social or emotional difficulties
- Problems at home
- Being particularly able
- A physical disability
- Moving home frequently
- Behavioural difficulties
- Bullying
- A sensory impairment
- Communication problems
- Being a young carer
- Being a young parent
- Having English as a second language
- A learning disability
- Autism
- Attention Deficit Hyperactivity Disorder

If you have any concerns about your child you should speak to a member of staff in the school in the first instance. There are a number of ways in which concerns can be followed up. This may involve the input of other educational professionals such as Specialist teachers (Additional Support for Learning teacher, Educational Visitor, Sensory Impairment Specialists) and Educational Psychologists. It may also involve your child being referred onto staff in external agencies such as health staff (Speech and Language therapist, Occupational Therapist, Physiotherapist etc.) As a parent you will be closely involved in the whole process and your views

sought throughout. If, after discussion with all concerned, it is felt appropriate, your child will have an educational plan agreed which will identify how they are to be supported.

Your child's progress will be kept under review and any plans and support will be changed as necessary. As a parent you will be closely involved in any review process. There will be several opportunities for you to discuss your child's progress. This may be through informal discussion with the teacher or at Parents' Nights or it may also be through more formal, focussed meetings with all agencies involved. You should discuss and agree with the school how you would like to be involved.

Some children may require an Individual Educational Plan at times to support curricular, social, emotional, behavioural progress. Where an Individual Educational Plan is in place, parents are invited to come into school to discuss the plan with the learning support teacher / class teacher/ head teacher. Parents receive their own copy of these plans. Plans are reviewed in 6/8 week intervals with parent views sought throughout. However parents can discuss plans with the head teacher and/or class teacher at any point. Please make an appointment via the school office to do so. Parents will be informed of progress via home/school diaries and are also encouraged to make comments via this method.

At the moment a small number of children will require a more detailed planning process which co-ordinates the input of education and other agencies to fully support the child. This plan is called a Co-ordinated Support Plan. The Co-ordinated Support Plan process is managed by Education Officers with responsibility for Additional Support for Learning.

Further information on all of the above is available from the school or on the Council website

<http://www.dumgal.gov.uk/article/16163/Additional-support-for-learning> or from the following sources:

- Enquire – the Scottish advice and information service for additional support for learning, a charitable body registered in Scotland under registration number SC003527  
<http://enquire.org.uk/>

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

Telephone Helpline: 0845 123 2303

Email Enquiry service: [info@enquire.org.uk](mailto:info@enquire.org.uk)

Advice and information is also available at <http://www.enquire.org.uk>

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

- Scottish Independence Advocacy Alliance, a charitable body registered in Scotland under registration number SC033576  
<http://www.google.co.uk/search?hl=en&source=hp&q=Scottish%20Independent%20Advocacy%20alliance>; or
- Scottish Child Law Centre, a charitable body registered in Scotland under registration number SC012741 <http://www.sclc.org.uk/>

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

## 12.4 Getting it Right for Every Child (GIRFEC)

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

You are the expert on your child and what you think matters. Getting it right for every child means that the School will always seek to involve you, to listen to your opinions and take them seriously. If your child has complex needs and needs help from several different services, GIRFEC means that all these services must work together for you and your child. You should never have to keep telling your story to lots of different staff in the School or the Education Department or the NHS. Your child will have a single plan that everyone works to and everyone is clear about what they are doing. When your child moves to secondary school there will be a Transition Plan in place for them in good time.

For more information on *getting it right for every child* email [GIRFEC@dumgal.gov.uk](mailto:GIRFEC@dumgal.gov.uk) or visit [www.dumgal.gov.uk/girfec](http://www.dumgal.gov.uk/girfec) to see the Dumfries and Galloway services plan.

## 12.5 Child Protection

All children have the right to be protected from harm, abuse and neglect. Every adult in Scotland has a role in ensuring all our children and young people live safely and have the opportunity to reach their full potential. The vision for all children and young people in Dumfries and Galloway is that they should be: **safe, nurtured, healthy, achieving, active, respected and responsible and included.** Schools and front-line education and child care services will play an important role in ensuring all children and young people are safe and well. Further information can be found at <http://www.dumgal.gov.uk/article/16640/Support-for-children-and-families> Parents, carers and pupils have a key role in keeping the school community safe. We would therefore urge parents to share any information which would keep everyone safe, and to support and encourage their child(ren) to do the same.

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

All schools and early child care and education settings in Dumfries and Galloway are expected to record any unusual incidents or concerns they may have about a child.

## 12.6 Educational Psychology Service

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

We do this by:

- Working with others in a consultative way to help them make sense of difficulties and make informed choices and decisions
- Sharing knowledge about 'what works' and promoting evidence informed approaches to develop the policy and practice of literacy, numeracy and health and wellbeing in our educational establishments and communities
- Raising awareness of the crucial role of communication, relationships and nurture

in children's lives

- Training and developing the skills of other professionals to improve children's attainment and achievement
- Highlighting the interactive nature of assessment, teaching and learning
- Designing and implementing interventions in partnership with others which support individuals and communities to develop resilience and ensure that children are safe, healthy, active, nurtured, achieving, respected, responsible and included.
- Supporting effective transitions (early years into primary, primary to secondary and secondary to post school) to improve the life chances of young people

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

### **12.7 Supporting Learners Service Early Level Family Support Officers (ELFSO) AND Opportunities for all Officers**

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

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

## **13. Enrolment in Schools and Moving to Secondary School – Transitions**

### **13.1 Enrolment in School AND Catchment Secondary School**

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

Children turning 5 before the end of February 2020 will enrol in January 2019 to start school in August 2019. Children born between 1 September and the last day of February can choose to start primary



school later. Children born between the first day of March and the last day of August can also apply for deferred entry.

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

Transfer from primary to secondary school will be dealt with by direct approach to parents from individual primary schools. Our catchment secondary school is Douglas Ewart High school. Information regarding catchment areas can be found on the Council's website by accessing "Find My Nearest" <http://www.dumgal.gov.uk/index.aspx?articleid=6293>

## **13.2 Transition Activities/Induction Days**

Each year the Douglas Ewart High School offers P7 pupils several visits to the Academy. P7 parents/carers are invited to an Open Evening in November which describes the course and outlines the P7 liaison programme up to the summer term in more detail.

In June, the P7 pupils come to the Douglas Ewart High School for 3 days and follow an S1 timetable. Induction is, however, much more than this with the process lasting throughout P7.

The whole programme aims to:

- ease the transition of pupils from primary to secondary
- promote continuity of pupils' learning on transfer
- promote the best exchange of information about pupils on transition to secondary.

Behind the scenes, primary and secondary staff meet on a regular basis to discuss the content of the curriculum, assessment and new initiatives. We readily share information on any matters that are of concern and interest to both primary and secondary. In short, we work together for the benefit of our pupils.

If pupils for whatever reason require extra time and adjustment in order to settle into and make the change from primary to secondary school, then extra visits and meetings can be arranged.

## **13.3 Skills Development in Scotland in Primary Schools**

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

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

# **14. School Improvements**

## **14.1 Improvement plan and priorities**

In May/June of each year, the school publishes a Standards & Quality Report providing all stakeholders with a comprehensive summary of the school's work and learners' achievements over the last year. The first part of this report provides an overview of the school's progress in addressing its key priorities, while the second part gives information about, for example, how well pupils are learning and achieving; how well the school is supporting children/young people to develop and learn.

In June, we publish a School Improvement Plan which outlines the key priorities for the school during the year ahead, following engagement with staff, pupils and parents.

The plan indicates the expected impact of priorities on pupil learning, as well as providing brief information about the key tasks to be taken forward. Both the report and the plan are published on the school's web-site and are also available in hard copy, on request.

### **School Priority 1**

To provide *excellence and equity* for all through raising attainment in Literacy, Numeracy and HWB by creating a culture of collaborative planning, moderation and assessment across the partnership and Cluster

### **School Priority 2**

Increase pupil skills and improve attainment in Literacy and Numeracy through developed use of digital learning strategies and resources across the partnership

### **School Priority 3**

Create a culture of parent and wider community involvement within our settings to improve attainment in Literacy and Numeracy

### **Pupil Equity Funding**

Our school was awarded £13,200 in Pupil Equity Funding. This is funding to help us support closing the equity related attainment gap. This year we are focusing on raising attainment in Literacy.

## **14.2 Achievements**

We aim to promote wider achievements throughout the course of the school year. Each year we hold a sports day where all children from Nursery to Primary 7 compete for house points. We award a boy and girl senior sports champion and a winning house cup every year.

Primary 7 pupils are encouraged to take part in our yearly technology challenge which is judged by members of our local community.

All children learn a Scots poem in January. Heats are held in class with finalists performing again at a special assembly which is also judged by members of our local community.

Children from the senior class enter a team into the Rotary Quiz which much success each year. We also enter choirs into the Galloway Music Festival. Individual children also enter in their relevant musical instrument category.

We regularly enter Russell Brown's Christmas card competition and The Energy Awareness Calendar competition.

Children's wider achievements and participation in events out with school are celebrated at assemblies throughout the year and culminate in a year end presentation assembly to which we invite parents.

We participate in the Machars Netball League Trophy, Machars Football League Trophy, Whithorn Basketball Tournament Winner's Trophy, and The Badminton Challenge Trophy and are winners and medallists in many sections of the Galloway Music Festival.

## 15. Health and Safety

### 15.1 Emergency Procedures

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

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

### 15.2 Severe Weather and School Closure Arrangements

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

All school closures will be notified on the Council Website:

<http://www.dumgal.gov.uk/article/15240/Emergency-school-closures>

### 15.3 Health Care(inc. First Aid)

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

Schools should also include information on their approach to first aid in the school. The Health and Safety (First Aid) Regulations 1981 includes the duty of care referred to in the Approved Code of Practice to persons who are not employees but who regularly visit premises, e.g. pupils in schools. Schools should make clear that they have staff with responsibility for first aid with appropriate training that includes administering first aid, reporting in line with the Accident and Incident Reporting procedures and keeping a record of first aid administered.

### 15.4 Data Protection

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

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

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

Data about the pupils' family will include, names, addresses, email, phone number, emergency contact details and family situation.

Data held will also include pupil progress, assessments and exam results. It will also include records of attendance, absence and any exclusions.

We will hold data about when and where the pupil goes after they leave Early Learning and Childcare Centre (ELCC)/School. This includes information about their next setting, career paths or intended destinations.

If your child is accessing school transport and school meals, data will be shared with School Mainstream Transport Team/Contractors and Enterprising DG. When we record and use personal data, we will only collect and use what we need. We will keep it securely, and it will only be accessed by those that have legitimate reason to. We will not keep personal data for longer than is necessary and will follow the Council's Record Retention Schedule and archival procedures.

## **Sharing Pupil data**

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

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

The Council take the security of your data seriously and access to SEEMiS is restricted to approved staff and by username and password only. The Council Data Protection Policies and Procedures make clear that all staff have a responsibility to ensure that they handle personal data appropriately,

The Council need to ensure you and your child's personal data remains accurate, to assist with this, please ensure you keep your nursery and school up-to-date with any changes. For example, if you do not inform the school that you have moved to a new house, this may result in your personal data being sent to an incorrect address.

If you would like to access any information we hold, then you can do so under the Pupils' Educational Records (Scotland) Regulations 2003, by making a Request to your child's school in the first instance.

## **More Information or Concerns**

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

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

## 15.5 ICT in Schools 2015, Digital Citizenship, Pupil Safe and Responsible Use of Technology

### Mobile Phone Agreement

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

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

The Authority has a policy on the use of images of pupils. You will be asked to read this when your child enrolls and to clarify your consent about the publication of images of your child, but you can amend your permission at any time by contacting the school office. Please ask at the School Office to see a copy.

## 15.6 Use of the Internet, Social Networking Sites

As part of the process of learning we allow our children supervised access to the Internet and e-mail. The authority runs its own filter system to ensure that young people are not at risk from exposure to inappropriate material. This filtering system is regularly being upgraded. We have a policy for use of the Internet and a contract for responsible use, which we ask parents and young people to sign up to.

### 15.7 More Information

Schools may also wish to review the national HSE website

[www.hse.gov.uk/services/education/index.htm](http://www.hse.gov.uk/services/education/index.htm)

## 16. Useful Links and Policies - GLOW – DG Education Policies & Procedures

### 16.1 Useful Links

Staff, Parents and Pupils can access key Policies for the Authority at

<http://www.dumgal.gov.uk/article/16350/Strategies-plans-and-policies>

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

[Youth Democracy: http://www.dumgal.gov.uk/article/17522/Youth-Democracy-and-Youth-Participation](http://www.dumgal.gov.uk/article/17522/Youth-Democracy-and-Youth-Participation)

[DGvoice: http://www.dgvoice.co.uk/index.php/youth](http://www.dgvoice.co.uk/index.php/youth)

[Cool to talk: http://www.nhsdg.scot.nhs.uk/News/Cool2talk](http://www.nhsdg.scot.nhs.uk/News/Cool2talk)

[My World of Work: https://www.myworldofwork.co.uk/](https://www.myworldofwork.co.uk/)

[Youthlink Scotland: www.youthlinkscotland.org](http://www.youthlinkscotland.org)

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

Support in Mind, Scotland, National Rural Mental Health Forum [www.ruralwellbeing.org](http://www.ruralwellbeing.org)