

Kirkcowan School Handbook



Last updated 4 December 2018

Dumfries and Galloway Education Services

Kirkcowan Primary School Handbook

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1. Letter from the 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, Carer,

I would like to extend a warm welcome to all our new parents, guardians, carers and new pupils of Kirkcowan Primary School and Nursery.

Kirkcowan School was built in 1862 and originally consisted of two classrooms and a hall. Over the years the school has been extended and now consists of a gym and four class bases made up of three primary classes and a nursery. The dining hall is housed in a separate building with modern kitchen facilities where school meals are prepared each day. We enjoy good links with our local community and work closely with our partnership school, Wigtown.

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

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>

The education of your child is a partnership between home and school which is fostered during the early years in nursery and continues throughout the primary and secondary stages. This partnership can only function through a mutual trust and understanding which open communication brings.

The purpose of this handbook is to explain to you the policies and procedures of our school. Many questions you may have about the day to day running of the school will be answered but this does not replace personal contact between the school and parents. There may be some points that you wish clarified or require further information on. In either case please do not hesitate to contact us.

My staff and I look forward to meeting you at the various school occasions that go on throughout each session and we hope you will contribute and become actively involved in the life of the school.

Yours sincerely,

Kirsty Andrews

KIRSTY ANDREWS

Head Teacher

3. School Information

Name: Kirkcowan Primary School
Address: Wellhouse Road
Kirkcowan
Newton Stewart
Dumfries and Galloway, DG8 0HP
Telephone: 01671 830234 (Clerical hours 9am-2.45pm M,T & Th)
E-mail: qw08officekirkcowan@ea.dumgal.sch.uk
Partner Head Teacher: Kirsty Andrews
Roll of School: 50 (P1 10, P2 7, P3 7, P4 6, P5 6, P6 8, P7 6)
Nursery: Our Nursery serves the village & surrounding area
Nursery Roll: 13(N3 2, N4 5, N5 5)
Parent Council Chair: Mrs Karen Wykes
Parental Involvement link: <http://www.dumgal.gov.uk/schools/> Parentzone Scotland
<https://education.gov.scot/parentzone>

School Staff

Nursery Teacher: Kirsty Maxwell
Nursery Nurse: Elizabeth Bennewith (First aider)
Early Years Support Assistant: Clare Williamson
P1/2: Lynne McShane (M-Th)
P3/4: Mary Cowan (M-W & F) Kathryn Stevenson (mat leave)
P5-7: Matthew Sullivan (Principal Teacher)
RICCT: Audrey Wallace(M & F)
Learning Support Teacher: Bonita Sutherland
Support for Learning Assistants: Sylvia Rudd (T-F)
Jane Murray
Clerical Assistant: Tracy Chambers
Janitor: Diane Burnett
Playground Supervisor: Sylvia Rudd/Jane Murray
Cleaner: Norma Gray
Cook: Caroline Stewart
Kitchen Assistant: Norma Gray

4. Terms and Holidays: 2019-20

Term dates and holidays for the next 3 years can be found on:

<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

Term 1: Wednesday 21st August 2019 – Friday 11th October 2019

Autumn Holiday Monday 14th October 2019 – Friday 25th October 2019

Term 2: Monday 28th October 2019 – Friday 20th December 2019

Christmas Holidays Monday 23rd December 2019 – Monday 6th January 2020

Term 3: Tuesday 7th January 2020 – Friday 3rd April 2020

Mid Term Holiday: Monday 17th February 2020 – Friday 21st February 2020

Spring Holiday: Monday 6th April 2020 – Friday 17th April 2020

Term 4: Monday 20th April 2020 – Thursday 2nd July 2020

May Day Holiday: Monday 4th May 2020

Summer Holiday: Friday 3rd July 2020 – Wednesday 19th August 2020



5. Contact Us – Parental Communication

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

Parental Concern

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

- Nursery/Primary Class teacher if the enquiry relates to classroom practice.
- Headteacher if the enquiry relates to whole school matters or you require an unresolved classroom issue to be discussed further.
- Parent Council and/or Connect (the membership organisation to support your Parent Council) If your enquiry relates to whole school matters linked to Parental Involvement.

If you are not happy with the response you receive or a decision that has been made, you can ask us to look again. You can do this by contacting EducationSupport@dumgal.gov.uk At this point an Officer will contact you and discuss the issue and share directly with you the outcome of this work.

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

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>

6. 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.

7. School Vision, Values and Aims

At Kirkcowan School we provide a safe and welcoming environment where individuals can realise their potential.

We are committed to ensuring that Kirkcowan School is a community in which:

- Children develop a strong sense of self-worth that endures through successes and failures.
- Children develop a sense of responsibility for themselves, others and the environment with strong community links.
- We respect and care for each other and value the diversity that exists among people, developing teamwork within school.
- Learning is engaging and challenging and fosters a sense of curiosity.
- Education is seen as a life-long experience.
- Children and their wider families feel supported.

School Ethos – the values of the school and what it expects of its young people and staff and how this is demonstrated in practice.

Staff within school endeavour to foster an ethos of care, achievement, respect and inclusion. They have high expectations for standards of behaviour and organise classrooms to provide a safe, engaging and effective learning environments. Through continual review of learning and teaching, staff strive to promote a culture of challenge and support, drawing on current research and policy to enable children to achieve success and engage in their learning.

The school motto 'Together we succeed' is at the heart of everything that we do and the school's part within the local community.

What the children think.....

- I like learning sounds and making new friends. Jayden, P3
- No one is left out. Callum, P7
- All the staff are really nice. Kendra, P6
- I like to learn new things with the teachers. Gemma, P3
- I like helping the younger pupils. Charley, P5
- Everyone likes to share and we are all good friends. Duncan, P7
- I like to draw pictures. Sarah-Louise, P2
- I like going on the computer. Archie, P2

8. How the School Works

8.1 Enrolment

The local Council deals with school enrolments and requests for places at our schools. Most children start school when they're between 4 years 6 months and 5 years old but it is possible to start children early or later in certain circumstances.

8.2 Moving from Nursery

Enrolment

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://apps.dumgal.gov.uk/findmynearest?q>

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>

Pupils entering P1 are normally enrolled in January. Nursery and P1 often work together on small projects, which is the start of their transition process. The P1 teacher will also visit the children in nursery to get to know them in a familiar setting. Following this they will be invited into school for several short sessions in May and June, to enable a gradual transition with additional mornings in June to include lunch time to ensure a wide range of experiences. They will be supported by their P6 'Buddies' on these days.

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.

8.3 School Day

School starts	9.00am
Break	10.45am – 11.00am
Lunch	12.30 – 1.15pm
End of day	3.00pm
Nursery	
Morning session	8.45 am – 11.55 am
Afternoon session	12.15 pm – 3.25 pm
Back to back	8.45 am – 3.05 pm



The playground is supervised from 8.45 am and therefore in the interests of health and safety we ask that children do not arrive before then. There is always a playground supervisor on duty at break and lunchtime. The security system is switched off at playtime and lunchtime to allow the children easy access to the toilets. The playground supervisor follows the school's Positive Behaviour Policy, please see that section for further information.

Entrance and exit to the school should be via the path at the main gate and not through the car-park, to ensure the safety of the pupils who walk alone to school. There is no parking allowed outside this gate, on either the zigzag, or single yellow lines, making crossing the road safer for children. This is part of our 'Safer Routes to School' campaign, which Parent Council has fought hard to have implemented by the council. We would appreciate it if all parents could adhere to the no parking areas and help keep our children safe. At the end of

the day P1-3 pupils should be collected from the front playground by an appointed adult. We appreciate you informing us of who is collecting your child/ren, to ensure their safety.

8.4 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.

At Kirkcowan School we encourage pupils to wear school uniform. We believe it gives children a sense of identity and contributes to overall discipline and ethos within the school. We ask that children wear a red sweatshirt/jumper or cardigan with black or grey trousers or skirt and a white or red polo shirt. School ties are optional and all are available to purchase from this school. A number of high street retailers and supermarkets also stock red jumpers/white polo tops etc. Our Uniform Suppliers are Border Embroideries and parents are encouraged to order directly from them on www.border-embroideries.co.uk and follow

directions to our school ordering page. Delivery is 7–10 days, direct to home (cost price postage payable) or free to school (delivery date 28th of month.)

PE Kit

The children should bring a change of clothing for PE appropriate to the weather conditions e.g. sweatshirt and jogging trousers for outside activities in cold weather; sportswear t-shirt and shorts for summer or indoor activities. In the interests of hygiene, children should always change their clothes and shoes for PE. We encourage them to bring their kit on a Monday and leave it in school until Friday as the children do have other active school sessions which are out-with their normal PE days.

For formal occasions such as concerts and festivals:

Kirkcowan School tie £1.85 (First tie is presented by the School to pupils in P1)

White school blouse/shirt

8.5 School Meals

School meals currently cost £1.85 per day and we do prefer that you pay for the week on a Monday morning. Children take responsibility for their own meal choices by signing up for their menu the day before. P1 children are supported by their big buddies and sit with them at meal times, but parents will also have copies of the menu if you wish to discuss meals with your child at home first. You may also complete a meal menu choice in advance for your child.



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>

8.6 School Transport – Authority Policy

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

Who is entitled to school transport?

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

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

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

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

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

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

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

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

8.7 Class organisation

As we have multi-composite classes at Kirkcowan Primary School, our maximum class size is 25 and we currently have 3 classes. How the classes are organised can vary from year to year, depending on numbers in each year group and how our learning groups have been formed. We have 11 places in our Nursery for morning and afternoon sessions. There are always 2 members of staff present in the Nursery at all times.

Nursery invite parents into setting throughout the year but have built up an extremely successful tea, toast and talk session which is currently on a Wednesday morning where parents are invited to stay with their children for the first half hour and have breakfast and relax together.

There may also be a place for eligible two year olds following their 2nd birthday. Please speak to a member of staff or Headteacher for information.

8.8 Positive Behaviour and Celebrating Success

Kirkcowan School works to ensure that all learners are able to experience a calm, positive and safe environment that promotes good behaviour, self-discipline and respect for others. In addition we aim to prepare young people for responsible citizenship by developing values, beliefs and attitudes compatible with living in a modern, democratic and multicultural society. At Kirkcowan Primary we work hard to achieve a caring, safe and happy environment. Our positive approach to behaviour is reinforced by the adoption of the Behaviour record chart where children are rewarded individually for behaviour exceptional for them. They can chose to save this to work towards a personal reward or bank it towards a shared class reward. The children

In addition we remind our pupils' that every child has the right to learn and no child has the right to disrupt the learning of others.

9. The Curriculum

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

Broad General Education

Children and young people work their way through Experiences and Outcomes in each of the five Curriculum Levels (Early, First, Second, Third, Fourth) and in each of the eight Curricular Areas. The five Curricular Levels span pre-school to the end of S3. This is the Broad General Education. Pupils progress at their own pace, working through the Experiences and Outcomes of the most appropriate level for them. Pupils will be supported in collecting evidence of their achievements, with a profile of these being produced in P7 and S3.

9.2 Curriculum Structure

We have currently reviewed our curriculum structure in line with Curriculum for Excellence. Across the partnership we plan for the same experiences and outcomes throughout the whole school, at the same time where appropriate. It also gives us a whole school context and means that we all benefit from guest visitors or local community links. This ensures better pace and progression for pupils as all teachers are planning together for these contexts. Children are involved in thinking up possible activities to meet the learning intentions (the skills they are learning) from these themes. Through the children's Personal Learning Plans parents are also able to contribute.

Underpinning our curriculum structure is a belief that we are preparing children for real life and as we cannot predict what careers will be available to them as adults, we need to equip them with transferable skills to give them the best possible opportunities in life.

To achieve this we highly value:

Outdoor Learning. This gives children an opportunity to develop skills for life in real situations and to transfer skills from the classroom to new situations and vice versa. This gives children a context and purpose for learning.

Masterclasses. They also support this belief and through using the skills of parents and local community members we have recently been able to provide a variety of masterclasses such as, local horrible histories, knitting, farming, young scientists, little movers, etc. The skills developed are outlined in the masterclass overview sheet. Children will highlight skills they have covered and may include some evidence to show their achievements. Through continuing support we aim to offer 2 or 3 blocks of masterclasses throughout the year, of 4 weeks in length, then a reflection week.

Organisation of Learning We have a whole school approach to planning, teaching and assessing learning where the staff team co-operatively plans and delivers the same experiences and outcomes across levels. This is achieved through a balance of contextualised learning (topics), interdisciplinary learning, core and discrete subjects. Core skills include English and literacy, maths and numeracy and health and wellbeing which are the responsibility of all staff. Our active and engaging opportunities are organised into learning groups across the school to allow pupils to be challenged and supported at the appropriate level. Careful consideration is given to the composition of classes ensuring that gender and friendship groups are taken into account too. To ensure we make best use of staff skills, resources and space available, we have small focussed teaching groups and an upper school and lower school activity zone for transferring skills, application and depth of learning. Our curriculum structure follows a three year cycle ensuring all experiences and outcomes are covered at each level, regardless of the number of classes within the school.

Committees All our pupils are on a committee with their house mates, which meet weekly. They will stay on the committee all year and then rotate around on a 3 year cycle, meaning they will have been in each committee twice between P1-P6. In P7 they will get the choice of which committee to lead.

Press Committee The Press Committee are responsible for sharing our school news through newsletters, blogs, website updates, press releases, etc.



Eco Committee. The Eco Committee is made up of representatives from each year group and members from the whole staff team. Currently the pupils are working with the local Co-op to redevelop our secret garden and regain our green flag.

Health & Wellbeing Committee

The Health and Wellbeing Committee focuses on events and activities like 'Walk to School Week', road safety, internet safety and charity links like Children in Need where they organise whole school events like 'Kirkcowan's Got Talent'.

Pupil Voice

Is very important at Kirkcowan & a weekly question is displayed for pupils from P1-7 to select a yes or no answer. These questions are driven by school priorities, children and staff to gauge views and then reflect on the responses. Eg 'Are you looking forward to the holidays?' 4 children replied 'no'. Staff then followed this up with their classes through circle

time to support children with their concerns. No pupil asked for a homework pack of activities to work.

Extra-Curricular Activities We have a great selection of after school clubs for the children to choose from throughout the year. The clubs are available thanks to the support of parents, staff and active schools personnel. We are always keen to hear from anyone who thinks they may be able to support a club. Below is an example of recent clubs we have run.

Netball

Choir

Gardening

Football

Homework



9.3 Subject Information

Literacy

At Kirkcowan we base literacy around a variety of texts so the children become aware of the links between reading, writing, listening and talking. We make full use of opportunities for literacy arising out of the child's experience of family, school, local community events, festivals, the wider world and other areas of the curriculum.

Modern Languages

The learning of modern languages by all young people has assumed ever greater importance in recent years. There has been a recognition that it is necessary to improve the linguistic competence of the population in general; this is crucially important at the primary school stage. Therefore French will be taught throughout the school by class teachers. Staff from P5-7 will be trained in the delivery of Spanish as an additional language as part of the Scottish Government directive of 1 +2.

Numeracy

In numeracy the pupils will experience different kinds of learning, to enable them to become confident with core skills and techniques and be able to apply these to problem solving and enquiry situations. These aspects will be encountered in a variety of contexts and curricular areas.

The three main themes are:

- 1) Information Handling
- 2) Number, Money & Measurement

3) Shape, Position & Movement.

Science

Sciences – Sciences encompass five areas:

Planet Earth

Forces, Electricity and Waves

Biological Systems

Materials

Topical Science.

Pupil Check List

In my bag I need:

- Reading book
- Homework diary
- Homework
- Any letters / money to hand in
- Pencil case (choice)

Social Studies

Social Studies encompass three areas:

1) People, Past Events and Societies

2) People, Place and Environment

3) People in Society, Economy and Business.

Technology

The technologies provide a range of different contexts for learning that draw on important aspects of everyday life and work. It includes creative and work-related experiences in business, computing science, food, textiles, craft, design, engineering, graphics and applied technologies.

The local area and community provide excellent starting points through which understanding can grow to encompass other places and times. We feel it is important that children start by learning through first hand experiences, then develop a greater awareness of their community, country and wider world.

Expressive Arts

Expressive Arts encompass four areas: Art and Design, Drama, Music and Dance.

Each represents a unique combination of ideas, skills and knowledge, where the children have the opportunity to create and present using practical and experiential activities. Evaluating and appreciating are then used to enhance enjoyment and develop knowledge and understanding.

Religious and Moral Education



Religious and Moral Education includes learning about Christianity, other world religions and supports the development of values and beliefs. It also includes aspects of philosophical enquiry.

Our programmes encourage children to explore and respect different traditions, cultures and faiths, preparing them for the multi-cultural society in which we all live.



Health and Wellbeing

At Kirkcowan we aim to ensure the children develop the knowledge and understanding, skills, capabilities and attributes which they need for mental, emotional, social and physical wellbeing, now and in the future. We encourage outside agencies such as the school nurse, active schools etc to also support us in delivering the learning outcomes for this area.

As young people develop they need a supportive social environment that promotes physical and psychological health. The need for a joint home - school partnership approaching health education and health promotion is becoming more widely recognised. We are currently working on a 'Healthy School Community' project with parents and staff together to address issues such as 'What makes a healthy snack?' We encourage children to bring a healthy snack Mon – Thurs with flexible Friday.

The pupils receive 2 PE lessons per week; one of these is led by a designated teacher and the rest by the class teacher. This contributes to the recommended guidelines of 2 hours per week PE and includes discussing skills taught and self-reflection. They also do 5 minutes 'Wake up, Shake Up' exercise as part of assembly led by the HWB committee and we encourage a daily 10 minute exercise period to raise fitness levels, or if the weather doesn't allow then 'go noodle' in the classroom.

10. Home/ School Partnership

10.1 Parent Council

By law schools have a duty to promote parents' involvement and engagement in their children's education. Details of how the school involves a pupil's parent in the pupil's education including how information, support and advice is given to a parent to help the parent support the pupil's learning and help the pupil at key stages, particularly when choices are being made.

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.

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/>

10.2 Communicating with Home

The school holds two parents nights and links will be built up using learning conversations as part of our Personal Learning Plans where pupils, parents and teachers discuss and record learning progress and future targets. Parents are welcome to have a quick informal chat with the class teacher or send a message in through our homework sheets. We also communicate through letters home, including a termly newsletter, so please check children's bags! Text messaging is used when we need to communicate with all parents quickly, i.e school closure etc. and to send reminders of upcoming events. If you would prefer information to come to your phone or email please let our clerical staff know and ensure you keep your details up to date.

10.3 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].

10.4 Homework

Recently we ran a partnership focus group for homework and from this devised a new policy together.

We believe homework should:

- Provide opportunities for parents, children and the school to work in partnership to enhance children's learning.
- Encourage children to develop the responsibility, confidence and self-discipline needed to study independently



We aim to:

- Encourage pupils and their parents to share and enjoy learning experiences.
- Reinforce work covered in class by providing further opportunities for the individual pupil beyond the classroom environment.
- Develop good habits and self-discipline.
- Encourage responsibility for learning.
- Ensure consistency of approach throughout the school.

Homework differs slightly from class to class, but all consolidate language, maths and other areas of the curriculum when appropriate.

In the early stages of a child learning to read, the contribution of a parent in hearing the child read, practising and learning words, talking about stories and pictures etc can be invaluable. In P4 to P7 children are expected to read for pleasure, within and outwith class time. They also have a class reader to practise in preparation for further reading and activities in class.

We are grateful for parents' support in encouraging the regular performance of homework, and their co-operation in checking homework diaries each night. Every child receives a diary to keep parents informed of the homework task set for that evening, which we aim to take about 20 minutes to complete. In Early Years you may find the homework is set nightly, for short periods, then, as they move up the school several pieces may be set to be completed over the course of a week. This helps children to develop organisational skills and also allows them to plan homework around other worthwhile extra-curricular activities and family life!

10.5 How is my child doing? (Assessment and Reporting)

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

Our Personal Learning Plans contain individual target sheets which will be sent home for parents at the start of each term. We would then request that after reading and discussing with your child, these are sent back into school, for the children to use on a frequent basis. At the end of term, teachers and children will review the progress made, identify any evidence and children will self-assess progress with traffic lights. Staff will also fill in the progress and degree of support at this point. Next steps will then be identified by the class teacher and parents will have a chance to discuss this with their child and add their comments.

The PLPs will be used at parents' evenings and open evenings to help set targets and review progress, but they will be available for parents to view throughout the term in the classroom. To make this a more user friendly document a partnership focus group is currently reviewing this.

The achievement page in the PLP is to record personal achievements that have taken commitment and perseverance e.g. tying shoe laces, moving up a swimming class, learning to ride a two-wheeled bike, special successes at Rainbows, Brownies, Guides, Football etc. Pupils may wish to include copies of certificates or photos that illustrate their success. Throughout the year you can record these in homework diaries (or on a note put into homework folder) to be transferred to the PLP by your child or the class teacher. Please help children to differentiate between a personal achievement and 'news', which is still valued and shared within class, but not at an achievement assembly.

Significant School achievements are recognised through Good Work Assembly, Eco Nominations, Certificates, awards, badges and Fair Pay for Fair Behaviour Awards.

10.6 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.

In Nursery, your child will have a Personal Learning Plan (PLP). This will be a record of your child's progress and achievements throughout their time in nursery and will include photographs, samples of work and staff comments. Your child will be involved in creating

their PLP and talking about their learning. We would like parents/carers to add items and comments to the PLP and to contribute to planning for your child. Pupils will also have a Personal Care Plan which will be a shared document between a designated keyworker and home. This allows information to be shared in regards to the child's developmental needs, eg toilet training.

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

10.7 Helping your child

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

- Listen, talk, and encourage – 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 and 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.
- Encourage any reading.
- Look for opportunities at home to develop literacy and numeracy skills: money, number problems, time, measuring, matching, size, 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 about the change 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 parents nights, reviews, etc.

10.8 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 – www.educationscotland.gov.uk/parentzone For local information please visit <http://www.dumgal.gov.uk/schools>

11. Support for All

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

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

This commitment to meeting the needs of all children is based on the requirements of the Education (Additional Support for Learning) (Scotland) Act 2004 amended in 2009.

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

If you have any concerns about your child, you should speak to a member of staff in the school in the first instance. There are several ways in which concerns can be followed up. This may involve the input of other educational professionals such as Specialist teachers, Impairment Specialists and Educational Psychologists. It may also involve your child being referred onto staff in external agencies such as Health staff (Speech and Language Therapist, Occupational Therapist, Physiotherapist etc.). As a parent you will be closely involved in the whole process and your views sought throughout. If, after discussion with all concerned, it is felt appropriate your child will have an educational plan agreed which will identify how they are to be supported.

Your child's progress will be kept under review and any plans and support will be changed as agreed. As a parent you will be closely involved in any review process.

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

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

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

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

11.2 Getting it Right for Every Child (GIRFEC)

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

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

Every child will have a Named Person in the School. If you or your child need any advice or any support, the Named Person is your first point of contact and will make sure you get the help or advice that you need. Having a Named Person means that if there is anything that could affect your child's wellbeing, he or she will receive support as quickly as possible so that problems do not develop.

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

For more information on getting it right for every child email GIRFEC@dumgal.gov.uk or visit www.dumgal.gov.uk/girfec to see the Dumfries and Galloway services plan.

11.3 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. Normally this information will be shared with parents or carers when issues of concern arise.

11.4 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.

11.5 Supporting Learners Service

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

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

12. Moving to Secondary School

12.1 Catchment School

Rector: Mr Alex Cowie
Douglas Ewart High School
Corsbie Road
Newton Stewart
DG8 6JQ
01671 403773



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

12.2 Transition Activities

The Machars cluster works very closely together to ensure the transition to Secondary School is as seamless as possible. To do this we have an appointed transition teacher who co-ordinates activities and liaises with all the schools. The cluster runs a transition project for the P7 pupils that begins in October and carries on right through until the official induction

days in June. There is also an open evening at the Douglas Ewart High School for parents and pupils to visit together and tour the school.

Primary Schools are also encouraged to visit the Douglas Ewart High School and make use of their facilities with any class, meaning that they are familiar with the school before they reach P7. This is particularly useful for us as S6 pupils have been able to lead masterclasses, such as art, sports and young scientists.

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

12.3 Support Available

If the school or parent feels that your child would benefit from additional support on moving to secondary school, an enhanced transition can be arranged with the Head Teacher. Sometimes a few extra visits may be all that is needed to help make moving to a new school easier for your child.

13. School Improvements

Improvement plan and priorities

In May 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 due consultation 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 shared and discussed with Parent Council and are also available in hard copy, on request.

14. Health and Safety

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

Fire safety drills are practiced on a termly basis. Following Dumfries & Galloway "Safer Together" guidance in some emergency situations, when the circumstances near the school could endanger the safety of the school community, pupils and staff must stay within the school to be safe.

14.2 Severe Weather and School Closure Arrangements

Head Teachers 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. Please make sure your contact details are kept up to date. All school closures will be notified on the Council Website.

14.3 Health Care

Education Services is committed to ensuring that all children are able to 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 & Galloway Council) which is available from the school.

14.4 Data Protection

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

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

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

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

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

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

If your child is accessing school transport and school meals, data will be shared with School Mainstream Transport Team/Contractors and Enterprising DG.

When we record and use personal data, we will only collect and use what we need. We will keep it securely, and it will only be accessed by those that have legitimate reason to. We will not keep personal data for longer than is necessary and will follow the Council's Record Retention Schedule and archival procedures.

Sharing Pupil data

If a child/young person moves Early Learning and Childcare Centre (ELCC) /School, we have a legal obligation to pass on information to their new ELCC/School/education authority. Sometimes we also receive information about child/young person from other organisations, such as, NHS, Police Scotland, Social Work, Additional Support Services and sometimes other organisations or groups connected to the pupil's education.

We also need to share pupil information with other organisations. Law requires us to pass certain information about our pupils to the Scottish Government and the Council. This data is for statistical purposes.

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

The Council take the security of your data seriously and access to SEEMiS is restricted to approved staff and by username and password only. The Council Data Protection Policies and Procedures make clear that all staff have a responsibility to ensure that they handle personal data appropriately and that suitable organisational security measures are in place. To prevent unauthorised disclosure, hard copies of data are stored securely at your child's nursery or school.

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

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

More Information or Concerns

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

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

ICT in Schools

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.

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.

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

15.1 Pupil / Parent Support Unit

The Pupil /Parent Support Unit is there to help parents and pupils and can be contacted on the number shown below regarding any aspect of Free School Meals/Clothing Grants, Education Maintenance Allowance, School Transport, Home Education, Parent Council administration, school transfers and enrolment, school catchment areas, performance licences, insurance matters and financial support for those pupils entering higher education. telephone 03033333000 or <http://www.dumgal.gov.uk/schools>

Youth Democracy: <http://www.dumgal.gov.uk/article/17522/Youth-Democracy-and-Youth-Participation>

DGvoice: <http://www.dgvoice.co.uk/index.php/youth>

Cool to talk: <http://www.nhsdg.scot.nhs.uk/News/Cool2talk>

My World of Work: <https://www.myworldofwork.co.uk/>

Youthlink Scotland: www.youthlinkscotland.org

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

Support in Mind, Scotland, National Rural Mental Health Forum www.ruralwellbeing.org

15.2 Policies

There are a number of National, Education Services and school policies which will provide information on a range of issues. Further details of all of these are available from the school.

Further information on all aspects of education is available on <https://education.gov.scot/parentzone>