

Portpatrick Primary School

Handbook 2019

Updated 12th November 2018



Portpatrick



Dumfries
& Galloway
COUNCIL

Primary

School Handbook

Contents	Page
Letter from Head of Education.....	4
Welcome from the Head Teacher	5
Dumfries and Galloway Council Education service vision, values and aims.....	6
Portpatrick Primary aims and ethos	7
School contact information and staffing.....	8
School term and holiday dates	9
Contact Us: If you need to find out something, concerns or a complaint	10
Enrolment and moving from nursery , School Day.....	11
School Uniform/Dress Policy , Clothing Grants	12
School Meals	13
School Transport.....	14
Class organisation Playground Supervision.....	15
Positive Behaviour, Celebrating Success.....	16
Curriculum for Excellence.....	17
Subject Information	18
The Wider Curriculum-Extra Curricular Activities, Pupil Council, School trips.....	22
The Community, Eco group	23
Home/ School Partnership -Parent Council.....	24
Communicating with Home, Attendance.....	25
Holidays and Absence.....	26
Homework.....	27
Assessment and Reporting	28
Pupil Profiles & Helping the school.....	29
Helping your child	30
Support for All - Pupil Support, Pastoral Care	31
Additional Support for Learning	32
Getting it Right for Every Child (GIRFEC), Child Protection	34
Educational Psychology Service & Home School Link Worker Service	35
Moving to Secondary School	36

Transition Activities	37
School Improvement plan and priorities	38
Health & Safety; Emergency Arrangements, Severe Weather, Health Care	39
Data Protection	40
Images of Pupils & Use of the Internet, Pupil/Parent Support Unit	41
Useful links	42
Policies	43

Introduction 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>

Welcome to Portpatrick Primary

Portpatrick Primary School is a small school, with pupils currently split between 2 classroom bases. set within the village of Portpatrick in Wigtownshire and serves the village and surrounding area. We like to see ourselves as a true community school, through the involvement of the immediate locality in the life and work of our school. We have a committed staff team who all work together to create a warm and secure learning environment to best meet the learning needs of all our children.

Whether you are parents new to the school, or already have children here, whether you came to the school as a child yourself, or are new to the area, I hope you find the information in this booklet useful and informative.

As well as containing a lot of factual information, this handbook will tell you a little about the school and its aims.

There may be questions that are not answered in these few pages, so please don't hesitate to ask if there is something you want to know about.

It is our professional aim to provide a high quality education for your child, which is in line with regional and national guidelines. We are all proud of our achievements, attainment and participation of pupils at Portpatrick Primary. During their time at Portpatrick Primary we hope to offer numerous opportunities for your child to enhance their Broad General Education.

You too, as a parent, have a major part to play in supporting your child's education and through working in partnership with us, can help ensure that together we do the very best for your children. We look forward to working with you and your children and welcoming your family to Portpatrick Primary School.

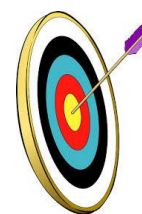
Yours sincerely

Sheila Baillie

Partnership Head Teacher.



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 the heart of our communities.

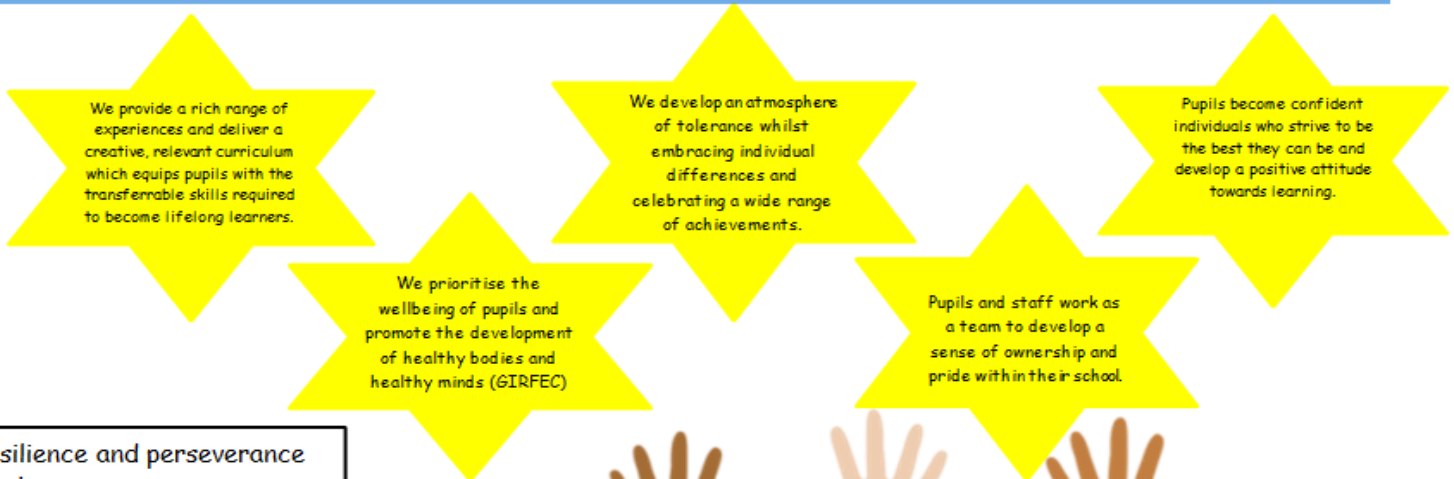
Raise ambition and attainment, to address inequalities.

Support children to be healthy and active.



VISION

Within the North Rhins Partnership, each school is at the heart of its local community and we strive to develop close partnerships in order to deliver excellent learning experiences. We provide a welcoming and nurturing environment within which individuals are supported and encouraged to **reach for the stars** and achieve their potential; ensuring excellence and equity for all are a priority. We aspire to empower pupils with the knowledge, skills and attributes to become active and responsible global citizens who act upon their ambitions. Within a climate of mutual respect and with pupils at the centre of everything we do, we are committed to ensuring that:



Resilience and perseverance are key,
Every mistake is an opportunity to learn,
Always try your best,
Concentrate, concentrate, concentrate!
Help others, and be a team player.



Portpatrick Primary Ethos

At Portpatrick Primary our vision is for the school to be one which is continually developing and is at the heart of the local community. At Portpatrick everyone is encouraged to give their best and to be proud of their own and each other’s achievements.

Underpinning the vision of Portpatrick Primary school is that of a true **community school**. The school is supported by numerous individuals and organisations within the village who all pull together to facilitate both learning in and out of the classroom and enhance the experiences on offer.

The vision and values were created in 2018, in consultation with the pupil council, parents and staff. It was created to link with the unique geographical setting of the school and link with the sea-faring theme of the motto “**Anchored in Excellence**”;

At Portpatrick, we keep our super school afloat by:

- *Going ‘overboard’ with kindness, hard work and respect*
- *Offering a ‘life ring’ of support and friendship to all*
- *Avoiding ‘clamming up’ by being honest and open to everyone and*
- *Striving to do our very best, as the world is our ‘oyster’*

Portpatrick Primary School

Portpatrick

STRANRAER

DG9 8LG

Tel: 01776 810395

e-mail: gw08officeportpatric@ea.dumgal.sch.uk

<http://blogs.glowscotland.org.uk/dg/portpatrickprimary/>

Partnership Head Teacher - Mrs Sheila Baillie. Email- gw09bailliesheila3@glow.sch.uk

Principal teacher – Mrs Shona McHarg

Roll of School – currently 33. Non Gaelic teaching and non-denominational.

Portpatrick Primary School does not currently offer pre-school educational provision.

Teaching staff

P1-3 Class teacher	Mrs J. Warwick & Mrs S. Cameron
P4-7 Class teacher	Ms M. Whorlow (0.5 Principal teacher)
Additional support for Learning	Mrs S. Archibald
Art Specialist	Mrs C Copeland

Non- Teaching Staff

Learning & Clerical Assistant	Mrs R. Henry
Catering manager	Mrs B. Rogers
Janitor	Mr D. Brawls
Cleaning supervisor	Ms A. Alexander
School Cleaner	Mrs L. Gault

Terms and holidays

Term 1

Teacher training – Monday 19th & Tuesday 20th August 2019
Pupils Return – Wednesday 21st August 2019

Last Day – Friday 11th October 2019

Autumn Holiday

Monday 14th October to Friday 25th October 2019

Term 2

Monday 28th October 2019 to Friday 20th December 2019

Christmas Holiday

Monday 23rd December 2019 to Monday 6th January 2020

Term 3

Teacher training – Monday 6th January 2020
Pupils return – Tuesday 7th January 2020

Mid term holiday Monday 17th to Friday 21st February 2020
Teacher training Thursday 20th and Friday 21st February 2020

Last Day – Friday 3rd April 2020

Spring Holiday

Monday 6th April to Friday 17th April 2020

Term 4

First Day –Monday 20th April 2020

May Day Holiday

Monday 4th May 2020

Last Day – Thursday 2nd July 2020

Summer Holiday

Friday 3rd July 2020 to Wednesday 19th August 2020

Pupils return

Thursday 20th August 2020

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

Contact Us

Good communication between home and school is essential. Children achieve more when schools and parents work together in partnerships. We communicate through weekly newsletters, emails and homework diaries. We would encourage you to get in touch if you have any questions or concerns so that any issues can be dealt with.

You are welcome to visit the school at any time. We operate an open door policy where we encourage a strong link between home and school. Teachers will always be pleased to meet you, to discuss any aspects of the school's work. However, because we are a small school, and all teachers can be busy teaching, it is helpful if you can visit before or after school, rather than in teaching time. Teachers cannot speak to you during times when they are in contact with, or are responsible for pupils. If you want to discuss something privately and in greater depth, it is preferable to make an appointment so that a time and room can be made available.

It is the policy of the school to be as open as possible about the work we are doing. Periodically, there will be opportunities for parents to join a class for part of a day to see the school in full operation. This gives you a chance to see for yourself a bit more of what your child experiences at school and is a valuable insight into primary education today.

7.1 If you need to find out something or have a concern

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. In Primary Schools this should be made to the class teacher or failing this through the school office. An appropriate member of school staff will then aim to respond to your enquiry directly.

You can contact Mrs Baillie either by telephone, by e-mail or by arranging a meeting.

7.2 If you have a comment or 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;

- Primary Class teacher if the enquiry relates to classroom practice (or care and welfare of the child).
- Headteacher if the enquiry relates to whole school matters or you would prefer to raise the issue direct
- 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>.

We would hope that you will establish a positive working relationship with the school and will have a variety of mechanisms and preferred members of staff with whom you feel comfortable to communicate.

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>

How the School Works?



Enrolment

Infant (P1) beginners are usually enrolled on two days during January each year. Entry to P1 is for children whose 4th birthday falls between 1st March – 28th February that year. Parents are requested to visit their local catchment school, to fill in the appropriate forms, even if this is not the school of their choice. Enrolment dates are advertised in the local press. Other children may be enrolled at any time.

New entrant children are invited to formally visit the school in June, prior to starting school. We also offer a series of informal drop in sessions for all new enrolments in the summer term prior to starting. We are very conscious of the importance of links between home and school in education and would like to establish good communications at the earliest stages. We try to achieve this by inviting all parents of new entrants in to meet staff and find out more about how and what the children will be learning.

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>.

Moving from Nursery –

Portpatrick Primary does not have a pre-school nursery. Our 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.

From enrolment, parents of prospective Portpatrick Primary school are looped into our weekly communication and have the opportunity to come along and join in many whole school events. From Easter we also offer informal weekly sessions when Nursery pupils who will be attending the school can come and meet each other as well as staff and pupils in school. In June, Nursery pupils are invited into Portpatrick Primary for 2 half days.

We feel that it is important to build your child's confidence in the school and allow them to meet the other children that will be in their multi composite class on entry to P1. It also allows you as their parents to ask any questions and meet the staff within the school.

School Day

Start time	9.00 am
Morning interval	10.30 – 10.45 am
Lunch	12.30 – 1.15 pm
Close	3.00 pm

School Uniform/Dress Policy

Uniform is worn by all pupils and is positively encouraged. We feel that it helps foster a feeling of community and is a practical and cost effective way of equipping pupils with suitable clothing for school.

Our clerical assistant organises the purchase of sweatshirts, polo shirts, T-shirts, fleeces and school jackets usually in the Summer Term. At other times of the year there are usually some available in school, please ask. We would ask that parents put names on all items of school clothing otherwise it is almost impossible to track down lost items!

Portpatrick Primary School Uniform is a navy sweatshirt with the school badge, navy or white polo shirt and either grey or navy trousers, skirt or shorts. Order forms are available in school or an order can be placed directly.

For PE we ask that the children bring a change of kit including t-shirt and shorts. If we are going outside for a sport like rugby in the colder weather we ask that children come suitably prepared with tracksuit trousers.

Parents are requested to provide their children with indoor footwear for use within the school building, particularly in the winter and for use during wet weather. This will help ensure that carpets, etc. remain in good condition for as long as possible. It also helps prevent accidents with drawing pins, staples, etc. and ensures the children have something on their feet if there is a fire drill or emergency.

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, or disability. 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 such as loose fitting clothing, dangling earrings,
- Are of flammable materials which may be a danger in certain classes.
- Could cause damage to floors.
- Carry advertising, in particular for 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 on the basis of 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

School Meals

Portpatrick Primary meals are cooked daily in school and served from our own kitchen. School dinners currently cost £1.85 a day and are payable weekly on a Monday. As well as offering a hot meal every day there are also options such as baked potatoes, rolls, wraps and sandwiches. The menus work on a three week rolling programme with a variety of different choices available.

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 promotes the uptake and benefits of paid and free school meals
-

The NaturallyD&G brand promoted 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 NaturallyD&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 on 0303 333 000 and ask for DGFirst, Facilities Management (catering).

Free school meals are provided for all pupils in Primary 1, 2 and 3. Older pupils 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 up to £351. 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>

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 within 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.

The new Act on the use of Seat Belts on School Transport (Scotland) 2017 is now in force. The purpose of the Act is to improve road safety for school children by imposing a duty upon school authorities to ensure that each motor vehicle which the authority provides or arranges to be provided for a dedicated school transport service has a seat belt fitted to each passenger seat, i.e. one seat belt per pupil. See Seat Belts on School Transport <https://www.transport.gov.scot/media/42287/seat-belts-on-school-transport-scotland-act-2017-guidance.pdf>. For the purposes of the Act two kinds of transport service are dedicated school transport services, namely a “home-to-school transport service” and a “school trip transport service”. Registered local bus services even if used for the transport of pupils are excluded.

A guide for parents on School Transport is being updated and will be available within the school year.

<http://www.dumgal.gov.uk/article/15245/Free-school-transport>

Class organisation

Being a small school, our pupils are split between 2 classrooms. The maximum number of pupils for such a composite class is 25. Currently our classes are organised as Primary 1-3 and Primary 4-7.

The children work both individually, in groups and as a class. Each child is taught at the level appropriate for their needs and they are both supported and challenged as appropriate.

Periodically, pupils may go to work in different classrooms. This may be determined by resources (e.g. ICT), by age or by ability. We are fortunate enough to be able to work flexibly within school as needs and the situation dictates. At Portpatrick we also make best use of general areas such as the link room, gym hall, dining area and quiet room. These areas are used on a regular basis by groups of children.

Playground Supervision

While out in the playground we do hope to give the pupils a degree of independence and responsibility. At a small school we feel there is a great sense of community, and this extends to the playground where pupils of all ages and stages will mix together socially.

Pupils are very caring towards each other and senior pupils help staff in referring any incidents or accidents which they feel should be noted.

Visiting students as well as other staff occasionally also pop out and about to reinforce safety, security and have a chat with pupils as they play.

When it is wet children should come to the main school entrance in the morning from 8:45 am and then go to their classroom rather than walking all the way round the back of the school. At these times staff and older pupils help monitor classes.

Positive Behaviour and celebrating success

In order to ensure an appropriate setting and working environment for learning to take place effectively, everyone in school has a right to expect high standards of behaviour on the part of pupils, in co-operation with parents and all staff.



By working together to a set of clearly defined objectives and agreed standards of behaviour, we can collectively help ensure that we provide a safe, secure and relaxed environment for all our pupils, parents and staff.

Guidelines for staff, pupils and parents on developing positive relationships in schools are based on the philosophical framework from Getting it Right for Every Child that children and young people have a right to be: safe, healthy, active, nurtured, achieving, respected and responsible and included (SHANARI). These Guidelines also support 'A Curriculum for Excellence', which provides a framework to support the Scottish Government aspiration that every young person should be a successful learner, a confident individual, a responsible citizen and an effective contributor to society and at work.

The main essence of school policy on positive behaviour and discipline is that we should all be able to expect that everyone in school conduct themselves in a manner that allows everyone else to go about their daily tasks without disruption or conflict.

The school expects that pupils conduct themselves in a manner that is appropriate to maintaining high standards of behaviour and good order throughout school. This is equally important in the classroom, in the playground, in the dinner hall and out of school on school related visits or trips.

It is expected that parents will support the positive behaviour strategies of the school. We would hope that parents would take an active role in ensuring that their children are well behaved, and will support and endorse school policy in a positive manner in discussion with their children.



At Portpatrick there are many different mechanisms in place for us to celebrate the success of pupils – both school based and wider achievement.

In the hall we have our "proud wall". Any pupil who achieves something of merit is honoured by being displayed for all to see. Achievements may include teamwork, hobbies or pastimes, success at clubs and competition winners.

On our "Press Wall" we display any newspaper cuttings which are shared in the wider community, reflecting achievements of pupils at school.

At our weekly assemblies we regularly celebrate success in school. We share learning and recent events as well as rewarding success in Accelerated reading, Rainbow spelling, Rainbow tables, behaviour and attendance. Certificates are awarded for all of these.

At the end of term celebration and achievement ceremony in June we formally recognise achievement throughout the session across the curriculum.

All of the above mechanisms for celebrating success are recorded in individual pupil scrapbooks "What have I done today to make me feel proud". This serves as a record of achievements throughout their time at Portpatrick Primary.

The Curriculum

Curriculum for Excellence

Curriculum for Excellence (CfE) is bringing learning to life in the way education is delivered for all 3-18 year olds – in nursery, primary, secondary, at college, workplace or community learning. It 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.

Experiences and Outcomes are what the learner will be able to explain or do. There are detailed Experiences and Outcomes for all subjects available on the Education Scotland website; teachers work to deliver these, and the progress of learners is measured in the achievement of Outcomes. Reporting to parents is likely to include information about children's Experiences and Outcomes and about the Levels at which they are working.

Senior Phase learners work towards qualifications in the Senior Phase. Available qualifications and awards include National 1, National 2, National 3, National 4, National 5, Higher, Advanced Higher, Skills for Work, Progression Awards. Learners may also gain awards such as the John Muir Award, the Duke of Edinburgh Award and Youth Achievement Awards. When young people leave school aged 16+, they are entitled to a positive and sustained destination. This may be college, university, work, apprenticeships or training.

Subject Information

Our intention in Portpatrick School is to provide children with a well-balanced over-arching experience that prepares all our children for life both now and in the future. We make every effort to encompass many aspects of learning for life, including personal, social and educational elements which seek to span all the main areas of both the informal and the formal school based curriculum.

The formal school based curriculum includes:

- Language
- Mathematics
- Health and Wellbeing (including PE)
- Sciences
- Social Studies
- Expressive Arts (Music, Drama, Art)
- Technologies (including ICT)
- Religious and Moral Education

Our planning of the curriculum is geared to ensure that there is an appropriate balance of experience and work covered. It also takes account of the pupil's age and levels of ability. It is important that we ensure a good balance within each subject;

Language

In Language we aim to ensure that there is an appropriate balance between reading, writing, speaking and listening activities, and that children have the opportunity to develop and use a wide range of skills. We must also ensure that our teaching and the children's learning, develops a sound understanding of the importance of accurate spelling, punctuation, grammar and a high quality of presentation as well as the more complex language skills of organising ideas, writing style and choice and range of language.

We reflect, communicate and develop our ideas through language. Literacy offers an essential passport to learning, helping children and young people to achieve to the full and be ready for active involvement in society and work. Literature opens up new horizons, and a love of reading can be an important starting point for lifelong learning. As we communicate increasingly through digital technologies, we need to be able to interpret and convey information in new ways. Learning other languages enables children and young people to make connections with different people and their cultures and to play a fuller part as global citizens.

Mathematics

In Mathematics we must be sure to balance a child's experiences across several main areas:

- Number, Money and Measurement
- Space, Position and Movement
- Information Handling
- Problem Solving

Each of us uses mathematical skills and concepts in everyday life. To face the challenges of the 21st century, each young person needs to have confidence in using mathematical skills.

Health and Wellbeing

Learning in health and wellbeing ensures that children and young people develop the knowledge and understanding, skills, capabilities and attributes which they need for mental, emotional, social and physical wellbeing now and in the future. Learning through health and wellbeing enables children and young people to:

- make informed decisions in order to improve their mental, emotional, social and physical wellbeing
- experience positive aspects of healthy living and activity for themselves

- apply their mental, emotional, social and physical skills to pursue a healthy lifestyle
- establish a pattern of health and wellbeing which will be sustained into adult life, and which will help to promote the health and wellbeing of the next generation of children.

The school offers 2 hours of PE per week as per Scottish government guidelines.

Opportunities will be provided for children to participate in swimming lessons at the Ryan Centre in Stranraer.

We also have an active sports co-ordinator attached to the school who offers different activities to all pupils e.g. rugby, hockey, football, potted sports, lacrosse, tri golf, orienteering, mountain biking and various other activities as found appropriate.

Extracurricular clubs e.g. netball and football compliment this and take place on a weekly basis.

Pupils in the upper primaries are offered the opportunity to participate in residential outdoor educational visits.

Science

The most important goal for science education is to stimulate, nurture and sustain the curiosity, wonder and questioning of children and young people. Young children have a natural sense of wonder and curiosity and are active and eager learners endeavouring to make sense of the world. They develop ideas through play, investigation, first-hand experience and discussion. As they grow ,older children ask searching questions based on their everyday observations and experiences of living things, the environment and the materials, objects and devices they interact with. Young people are fascinated by new discoveries and technologies and become increasingly aware of, and passionate about, the impact of science on their own health and wellbeing, the health of society and of the environment.

Social Studies

In Social Studies, the range of experiences that children encounter needs to be balanced across subject areas, ie historical, social, geographical. It also needs to show a balance between the acquisition of skills, the development of skills and the development of knowledge and understanding. It is important for children and young people to understand the place where they live and the heritage of their family and community. Through social studies, children and young people develop their understanding of the world by learning about other people and their values, in different times, places and circumstances, and how their environment has been shaped. They learn about human achievements and to make sense of changes in society, conflicts and environmental issues. With greater understanding comes the opportunity to influence events by exercising informed and responsible citizenship.

Expressive Arts

In the Expressive Arts, we must ensure that we achieve a balance between the different elements, ie Drama, Music, Art and Design, and that children have the opportunity, not only to exercise their own skills, but also to appreciate and experience the skills of professional or amateur artists and musicians when such opportunities arise. They also need time to develop skills, and they need time to use them in a variety of creative situations.

Technologies

To participate fully in modern life, children and young people need to be skilled and knowledgeable users of technologies and be ready to embrace further developments in the future. The technologies consider how knowledge can be applied for practical purposes.

Children are made aware of Information technology in their environment and will have opportunities to use calculators and computers to enrich their learning.

From Nursery, children are given opportunities to gain familiarity with computers, and as they progress through the school they will learn skills such as storing and organising information, giving instructions, writing simple computer programs and using laptop computers and word processors. The wide range of software available in school provides support across the whole curriculum. Children are also encouraged to use CD ROMs, interactive whiteboards, digital cameras, microphones, etc. as appropriate.

Religious and Moral Education

A school assembly is held weekly, where both religious and moral topics are discussed with the children as part of the religious observance "time for reflection". The school minister, Rev Bellis does help deliver "Christianity" aspects of RME.

In order to provide a sense of tradition and occasion we celebrate a variety of festivals. Twice per year at Christmas and Easter we visit Portpatrick Parish Church for a school service. Many religious and moral education issues arise in other curricular areas, and are discussed, in a natural fashion, as and when appropriate.

Learning through religious and moral education enables children and young people to:

- develop knowledge and understanding of Christianity and other world religions and recognise religion as an important expression of human experience
- explore moral values such as wisdom, justice, compassion and integrity
- investigate and understand the responses which religions can offer to questions about the nature and meaning of life
- develop the skills of reflection, discernment, critical thinking, and deciding how to act when making moral decisions
- develop their beliefs, attitudes, moral values and practices through personal search, discovery and critical evaluation, and make a positive difference to the world by putting their beliefs and values into action.

Children study other religions as well as learning about Christianity. Moral attitudes and values are explored through discussions and activities, and Moral Education will occur from time to time in other curricular areas.

The school appreciates that parents may wish to withdraw their child(ren) from religious observance, instruction or activities. In such instances parents are asked to contact the Head teacher.

Our aim is to make children aware that there are acceptable social values and to be tolerant and kind towards others. We aim to have a happy atmosphere in the school where everyone enjoys being together. The school ethos is important in developing appropriate moral values, personal relationships and awareness of responsibility.

It will increasingly be the case in the future that people will need the skills and ability to be flexible and adapt to new technologies and cultural circumstances that may not even be in existence today. It is our role to help equip children for change in the future. In many cases, the content of a topic will serve as a vehicle through which to develop a wide range of skills and foster the development of appropriate attitudes.

All our planning is geared to ensuring such a balance exists.

The seven principles in the curriculum are;

Breadth, progression, relevance, depth, personalisation and choice, coherence and challenge and enjoyment.

HEALTH & WELLBEING EDUCATION

The aims of health and wellbeing

The main purpose of health and wellbeing is to develop the knowledge and understanding, skills, capabilities and attributes necessary for mental, emotional, social and physical wellbeing now and in the future. The rationale behind this is that learning through health and wellbeing enables children and young people to:

- develop self-awareness, self-worth and respect for others
- meet challenges, manage change and build relationships
- experience personal achievement and build resilience and confidence
- understand and develop physical, mental and spiritual wellbeing and social skills
- understand how and what to eat, how to be active and how to make decisions about behaviour and relationships and how they affect physical and mental wellbeing
- participate in a wide range of activities which promote a healthy lifestyle
- understand that adults in the school community have a responsibility to look after them, and listen to their concerns and involve others where necessary
- learn about where to find help and resources to inform choices
- assess and manage risk and understand the impact of risk-taking behaviour
- reflect on strengths and skills to help them make informed choices when planning next steps
- acknowledge diversity and understand that it is everyone's responsibility to challenge discrimination.

The school takes a holistic approach to promoting health and wellbeing, one that takes account of the stage of growth, development and maturity of each individual, and the social and community context.

Health & Wellbeing is structured under the following headings

- 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

WIDER ACHIEVEMENT AND PARTICIPATION

Extra-curricular activities

At Portpatrick we aim to offer a range of extra-curricular clubs, across all stages. In the past 3 years we have offered football, tri golf, tennis, and badminton to name but a few. Clubs have been taken by Active Schools co-ordinators, Ryan Centre staff and grandparent helpers.

Pupil Council

The pupil council at Portpatrick Primary has one pupil from each year group in it. The pupil council meet on a termly basis, with Mrs S Mc Harg PT.

The pupil council is one method of pupil voice at Portpatrick. The Pupil Council is a forum for discussing ideas and concerns and giving a pupil voice in the development of the school. In the past the pupil council has helped inform spending, assisted in road safety and health and safety issues, helped in playground development and provided useful communication re learning and teaching.

Minutes are recorded and displayed on the school notice board and distributed to parents for information.

School Trips

Where appropriate, educational visits are organised to provide a meaningful context for the work the children will do. Often, this kind of 'hands on' learning experience results in a great deal of interest, which can enhance the quality of work produced throughout the entire project.

Where possible, such trips are funded by the school from its own budget, or supported by the Parent council fundraising groups, if possible. Occasionally there may be a small charge to parents, or opportunity to pay up for larger residential costs in advance.

As part of the older pupils' personal and social development, we like to offer pupils the chance to participate in Outdoor Education visits involving an overnight stay when these opportunities become available.

In the past, these trips have been highly valued by both pupils and parents and offer a chance to take the first few tentative steps towards greater independence.

By going on trips and receiving visitors we hope to widen the range of experiences of the children and provide a meaningful and motivating context for their learning as well as increasing opportunities for additional personal and social development.

At Portpatrick we pride ourselves in providing a wide variety of experiences for pupils. We are regularly out and about in the local community and further afield. In recent years we have been to the theatre in Ayr, the Scottish parliament in Edinburgh and Dumfries House

The Community

We also try, where possible, to involve members of the community in our work. Visitors to school who can offer some insight into our themes, or who have special skills they are willing to share, are always welcome. Theatre groups or musicians are also invited to school or we travel to nearby schools to share in performances.

We have visits to School Assemblies from the local Minister, Pam Bellis

We have formed many productive partnerships with members of the local community including the RNLI and the local church.

We also like to invite the community of Portpatrick into school. Fundraising events such as bingo are advertised locally. We also hold open afternoons and assemblies in which friends and family can come along and see what we are doing. Our annual Christmas concert is held in the school hall to which the senior citizens of Portpatrick are invited to attend in the afternoon and parents and friends are invited to attend an evening performance.

Potential users of the school can apply for a school let at www.dumgal.gov.uk/schoollets.

Developing the young workforce

Eco Schools

Mrs Mc Harg is the Eco Schools co-ordinator for the school. She chairs the meetings which consist of one representative from each year group. Our Eco group helped the school gain a "Green Flag" in April 2014 and then a second flag in June 2018.

Our Eco-School Committee which focuses on environmental issues and developments as well as Health and Well Being activities;

- Improving our school environment
- Reducing litter and waste
- Reducing energy and water use
- Looking at other ways of travelling to and from school.
- Promoting healthy lifestyles.
- Encouraging active citizenship.



We have a Rag bag textile recycling bank in the school playground which is part of our Eco Schools work. This also generates additional funds for the school. All clothing deposited is taken away for recycling and the Parent council is paid according to the weight uplifted.

Skills for learning life and work

At school we have a number of initiatives to try and promote skills for learning, life and work. This includes;

- ✓ Careers in our community
- ✓ Links with local businesses
- ✓ STAR awards targets linked to "my World of work " website
- ✓ Focus weeks such as Maths/science week
- ✓ The job application process for monitor and pupil voice roles

Home/ School Partnership

Parent Council -

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 as well as feeling they are 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 types 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.

The current chairperson of our Parent Council is Sian Roberts..

Parents can go 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/>

The aim of the Parent Council is to represent the views of all parents/carers of children at the school & share these views with the Headteacher and staff. As a parent council we ensure your views are listened to, and by working with the school, influence and help to inform change where we can. We also fundraise to assist with trips, additional resources and equipment. Any parent is welcome to attend any Parent Council meeting. Please contact one of the parent members if you have an issue you would like discussed at a meeting.

Communicating with Home-

At Portpatrick Primary we recognise the importance of good communication between ourselves and parents. School life is extremely busy and changes and developments take place on a day to day basis. We also strive to ensure that parents have a good understanding as to what their children are learning at school. This allows parents to contribute towards their child's understanding of the curriculum.

Much of the communication from Portpatrick School is sent to parents via email. Every Friday a newsletter is sent out. Every month a calendar of events is issued. Every term a curricular sheet is issued detailing the planned learning for both classrooms.

Paper copies of communication are available for all parents, if requested. Paper copies of calendars etc are also sent as back up to all pupils. We do find that parents like the emails as that way no letters are lost in school bags or left in drawers at school. We offer three learning conversations throughout the course of the school year. All are appointment based to allow targets to be set for individual pupils through discussions with the parents and teacher. Overall we value the communication that we have with parents. We know the importance of knowing and sharing in all that your children participate in at school.

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 Attendance Officer. 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.

In order that our procedures work efficiently and effectively we require your cooperation in the following matters:

Parents are asked to ensure that:

1. The school is informed if the family is running late.
2. Any legitimate absence is notified to the school by telephone before 9am on the first day of the absence without fail, and that further calls, before 9am, are made on every subsequent day of the absence.
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. Latecomers report to the school office on arrival at school.

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

Holidays

The Government has highlighted the importance of school attendance to a child's development and has required schools to set targets for improved attendance. Against this background, there is considerable concern at the increasing number of term-time holidays being taken by children at the request of their parents. The 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.

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

Absence from School

Pupils who need to leave school during the school day i.e. doctor/dentist appointments, must be collected by a named contact confirmed with the school office. They must also report to the school office on their return to school. The reason for pupil's absence or sickness must be clear.

Homework –

Children who are working hard during their school day do not, as a general rule, need large amounts of extra work at home. Usually, it is enough for their parents to share in what they have been doing in school and to encourage a positive attitude towards the work. However, where children are motivated by topics and ideas encountered in school they often want to pursue investigations further. This is positively encouraged.

A small amount of appropriate, regular homework taking no longer than 15 minutes in the lower end of the school and 20 – 30 minutes at the upper end, has been shown to have a good effect in consolidating learning and completing tasks ready for a fresh start in school. Such homework usually takes the following form:

P 1

Phonics - Learning letter sounds, actions, how to write and blend.

Regular reading – children need to share their reading book (and other books) on a regular, daily basis. This need not exceed 10 minutes a night, but is vitally important.

Number bonds – young children should be encouraged to use numbers in as many contexts as possible. As they learn numbers to 10 and basic addition and subtraction, they should know which numbers ‘link together’ to make 10, eg 1 and 9, 7 and 3, and so on...

P2-7

Spelling – Our Rainbow spelling scheme aims to develop individual pupils in learning keywords in a progressive manner.

Reading – children need to be encouraged to continue to read regularly and to share their books with parents. Reading aloud to parents should gradually be replaced by discussion about the content of books. Pupils will have both guided reading tasks set by the teacher and their own choice of Accelerated reading book for them to read for enjoyment.

Tables – we expect all children to learn the tables 2 – 12. We also expect them to increase in accuracy and skill over time. Our Rainbow tables scheme aims to encourage pupils to learn their tables through motivational certificates and celebrating success. Often, they will be given homework, which involves learning or using these tables. Your help in sustaining this over a period of time would be much appreciated, and will help build this vital skill for confident number work in school.

Mental calculation – this is an important area, which parents can help with at home. We encourage children to use and manipulate numbers mentally. This can be as simple as counting out a quantity of something, to helping measure for a new carpet or kitchen. Any opportunities which arise should be encouraged, and will help significantly with both ability and confidence. The importance of developing this particular skill cannot be over emphasised. This links in with our “Big Maths” focus on mental arithmetic.

Individual Topics – from the mid-school upwards, pupils may be asked to complete individual topics throughout the session. This may be in a written format or in the form of a “show and tell” to the class. These topics offer an excellent chance for parents to share in their children’s work and we positively encourage parents to help, guide and share in their child’s chosen topic. **Homework challenges** for all ages and stages – may be of a cross curricular nature and involve pupils being creative in their thinking.

At the beginning of each new session, all children are issued with a clear plastic zip wallet to hold their reading book and any other items needed for homework. All pupils are also given a homework diary as a method of communication between home and school. Please check and sign this regularly and write in any comments you may have.

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

Assessment

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 discussions with teachers, looking at their child's work and also formally through learning conversations.

Assessment is an extremely important aspect of what we do in school. It is through a wide range of assessment opportunities that we get to know your child better. What we call "Formative Assessment" helps us to shape what we teach, how we teach it and how we can best cater for the needs of all our pupils.

The main purpose of assessment in Portpatrick Primary is to help improve pupil learning. The more closely we understand the strengths and development needs of individual pupils, the more sophisticated and detailed we can be in our approach to planning the next steps for that pupil.

However, some assessment is designed to be quantitative to help us confirm what we already know, based on the evidence we already have in school. We pass this information on to parents through pupil reports.

Certain year groups in school may be involved in computer assisted assessments. This takes the form of PIPs for Primary 1 pupils and INCAS for older pupils. Scottish National Standardised assessments have also been introduced. These assessments adapt to the ability of the child and can provide a very informative snapshot of learning. Such assessments help to provide diagnostic information to support teachers' professional judgement.

Learning conversations are held 3 times a year, between staff, pupils and parents. However, these more formal opportunities for consultation do not mean that you can't discuss your child's progress at any other time. We will always be pleased to meet with you and discuss any aspect of your child's education throughout the year. Experience has taught us that it is often best to discuss any problems or worries you may have sooner rather than later. In this way we can quite often tackle and deal with small problems before they become big problems.

Many changes are taking place within the education system at present and parents sometimes feel they would like to know more about them. Also, there are bound to be changes made to the educational provision – new developments and initiatives, new schemes, new resources, new approaches, etc. Usually such changes are discussed at Parent Council meetings (Parent Council meetings are public meetings and you may attend to listen in to what is being said.) There are also times when meetings are organised specifically to share new ideas, developments, approaches and new work. Where changes might only affect a particular group of children, the meeting might take the form of a 'coffee afternoon', for an hour after school. At other times we might organise an evening meeting for everybody.

On enrolment a Pupil Progress File is held for each child. This contains copies of report cards, medical reports and relevant information on the emotional and social development of the pupil. On leaving Portpatrick Primary the file is forwarded to the subsequent secondary school or to their next primary school.

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.](#)

Helping the School –

At Portpatrick Primary we actively encourage parents to be involved with the work and life of the school. There are a variety of opportunities that arise throughout the year.

Disclosure Scotland or Protection of Vulnerable Groups (PVG) is a Police check referral system that all adults who are working with children in schools must clear, prior to contact with pupils. Every employee working in school must now go through vetting procedures. Volunteers coming into school who have not been vetted will always work with a member of staff present.

There are opportunities for helpers to come and help on trips, classroom activities and annual events. At Portpatrick we often ask parents to help supervise pupils of specific year groups when they attend events out with school e.g. when at football competitions. This support is much appreciated in a small school as the class teacher has responsibility for several year groups,

There is also a very active fundraising group of parents at Portpatrick. In the past there have been opportunities to come along and help at events such as Bingo nights, sponsored walks and bag packing.

We also appreciate any skills parents can share with us at school.

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>

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

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 .

Support for All

Pupil Support

Portpatrick is a small community where pupils, staff and parents can all work closely together for the benefit of the child. We really get to know all of our pupils as individuals. All staff in the school are ready to listen to any pupil and parent that comes through our doors. We strive to meet the needs of all of our youngsters. Our staff are extremely pro-active in identifying individual needs as and when they arise. Regular discussions take place in order to ensure that there are no barriers in place regarding learning and teaching. This may come in many forms ranging from behaviour issues to curricular issues. Action will always be taken as soon as possible and parents will be informed at all stages.

Pastoral Care/ Anti bullying

Education Services Respect for All Guidelines (2018) for Schools incorporates revised national anti-bullying guidelines (Scottish Government 2017) that underpins our Schools Policy. We also acknowledge The United Nations Convention on the Rights of the Child.

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

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

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

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

- Age
- Disability
- Sex (Gender)
- Gender reassignment (Transgender)
- Marriage and civil partnership
- Pregnancy and maternity
- Race
- Religion or belief
- Sexual orientation

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

There may be many events in life which require a little extra care of our pupils. At times these may be issues that stem from out of school, such as bereavement, family separation, illness etc. We will work in close partnerships with families to ensure the best for the children.

Should we have any concerns about a pupil, we will discuss these with the parents. We may also log concerns on a "pupil chronology", which will allow us to build up a timeline of events. Any behavioural incidents are also logged by the Head Teacher. These may be communicated to parents, should there be numerous incidents

Additional Support for Learning

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

The Authority aims to 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.

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

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

Additional Support for Learning comes in a variety of forms at Portpatrick Primary. At times it is simply sourcing appropriate resources for individual children but there are many other forms. We believe that additional support does not only focus on youngsters that are finding curricular areas challenging, it also includes children who are achieving well and need to be stretched further to reach their fullest potential. We currently have one part time Support for Learning Assistant who works in close partnership with class teachers and parents to provide the best for support for children. Our Additional Support for Learning Teacher, Mrs Archibald, is with us for 3 hours per week and works closely with children who have an Individual Educational Plan. As soon as an identification of concern is raised we will contact parents and have frequent discussions as to how to we can all provide the very best for the children.

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 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/>

- 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/> .

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 <http://www.dumgal.gov.uk/girfec> to see the Dumfries and Galloway services plan.

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.

Procedures exist in Portpatrick Primary to ensure that any concerns regarding pupils are communicated and referred as necessary. The Head Teacher is the Child Protection co-ordinator for Portpatrick Primary.

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.

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. They also undertake attendance officer duties.

Moving to Secondary School

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

Stranraer Academy

Mc Masters Road

STRANRAER

DG9 0JZ

Telephone number 01776 706484 Rector – Mr A. Law (Acting)

Information regarding catchment areas can be found on the Council's website by accessing "Find My Nearest" <http://www.dumgal.gov.uk/article/15086/Find-my-nearest> . Parents can opt for any secondary school and full details on how to enrol or move school are available from the school or on the Council's website.

Enrolment in School and Catchment Secondary School

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

Children turning 5 before the end of February 2020 will enrol in January 2019 to start school in August 2019. Children born between 1 September and the last day of February can choose to start primary school later. Children born between the first day of March and the last day of August can also apply for deferred entry.

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 Stranraer Academy. 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>.

Transition Activities

Pupils at Portpatrick Primary engage in a variety of activities at Stranraer Academy, with the aim of making transition as smooth as possible. There are visits to Portpatrick from a variety of Academy staff, including guidance, and subject specific teachers.

Primary 7 pupils are invited to attend extra curricular events and social events at the Academy. Stranraer Academy arranges a "Mini Snowball" for P7 pupils to attend. This normally takes place on an evening in the month of December. It is hoped by going to events such as the Primary 7 disco, our pupils will start to make new some friends and recognise some faces, prior to starting in the August.

Pupils go to Stranraer Academy to experience a day learning and teaching with their own class teacher from Portpatrick. This normally takes place in May. Within this day they will have a tour of the building, meet a variety of secondary teachers and have their lunch in the Academy's canteen.

Our home link worker, Gary Burns has been running a transition programme "Aiming for High", over the last few years. This involves our Primary 7 pupils meeting up on a weekly basis with fellow pupils from other small schools. During the sessions the pupils take part in fun activities with the aim of reducing any fears or anxieties they may have surrounding transition.

Finally, there are two formal induction days which are for P7 pupils in the month of June. A parents' information evening is held at Stranraer Academy prior to the visit. Class lists are available then, as are school uniforms. The pupils attend Stranraer Academy for the two days and follow their timetable as they will do in S1.

If for any reason we have additional concerns regarding individual pupils, appropriate interventions will be put in place. These may take the form of extra school visits as part of an enhanced transition programme or transition meetings with parents and teachers from the primary and secondary sector.

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 people from primary to secondary.

Transition support Available

We aim to ensure that any pupils with additional support needs or pupils of a vulnerable nature have enhanced support in transition. Pupils may require additional visits up to Stranraer Academy to address any issues or fears, and this can be arranged. We also ensure that any additional support needs are clearly communicated to staff at Stranraer Academy. If required, we have also requested individual pupils be placed in smaller class groups to help address any issues.

School 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.

Health and Safety

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 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

In some emergency situation, 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. The school will follow the "Safer together inside" guidance and procedures in such events.

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. All school closures will be notified on the Council Website.

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 [The Nursery and School Policy on Health Care Procedures Sept 2012](#) which is available from the school or on the Council website.

In school we have staff with responsibility for first aid identified and appropriately trained – that includes administering first aid , reporting in line with the accident and incident reporting procedures and keeping a record of first aid administered

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 2015 / Digital Citizenship, Pupil Safe and Responsible Use of Technology / Mobile Phone Agreement / Digital Images Policy

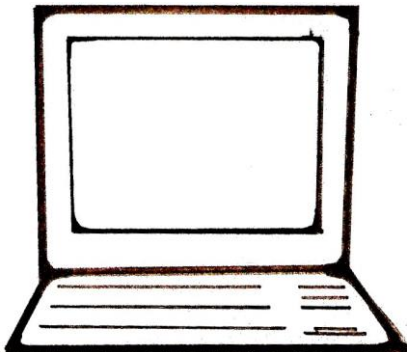
Images of Pupils

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. 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.

Use of the Internet



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;

- I will treat all the equipment with care;
- I will use only my own login and password, which I will keep secret;
- I will not access other people's files;
- I will use the computers only for school work and homework;
- I will not bring external storage equipment (e.g. CD Rom, USB pen) into school unless I have permission;
- I will only e-mail people I know, or my teacher has approved;
- The messages I send will be polite and sensible;
- I will not give my home address or phone number, or arrange to meet someone outside school.
- To help protect other students and myself, I will tell a teacher if I see anything I am unhappy with or I receive messages I do not like;
- I understand that the school may check my computer files and may monitor the Internet sites I visit;
- I will report anyone who breaks these rules.

If a parent / carer has any cause for concern or complaint over Internet use in the school (or at home) then please contact the head teacher as a matter of urgency.

OTHER USEFUL INFORMATION

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>

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

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

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

Youthlink Scotland: www.youthlinkscotland.org

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

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

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 your school. The following is a list of the policies which may be most relevant to you and your child(ren) although this is not an exhaustive list:-

- Acceptable Use of Dumfries and Galloway Council's ICT Facilities In Schools (2009)
- Attendance at School Policy (2012)
- Child Protection Policy for Schools, Pre-Schools and Childcare Services -
- Children Absent from School through Ill Health – Guidance (2011)
- Curriculum Swimming Policy (2012)
- Digital Images Policy (2012) – Taking and Using Images of Pupils
- Dumfries and Galloway Equal Opportunities Policy and related Equality Schemes
- Enrolling in Schools – Placement Policy (2012)
- Exclusion from Schools – Policy and Procedures (2010)
- Inappropriate Use of Social Networking Sites (2011)
- Parental Involvement Strategy (2006) – *this is under review*
- Primary School Class Organisation (2011)
- Protection of Vulnerable Groups (PVG) Scheme (2011)
- Providing Intimate Care for Children and Young People with Disabilities – National Guidelines for Schools
- Providing Intimate Care for Children – Procedures for Schools and Nurseries (2011)
- Health Care in Schools 3-18 (2013)
- Respect for All – Anti-Bullying Procedures (2011)
- School Transport Policy
- Use of Mobile Phones and/or Internet Bullying – Procedures for Schools when drawing up policies (2007)
- Volunteer Policy and Procedures for Schools (2012)

Further information on all aspects of education is available on www.educationscotland.gov.uk/parentzone.

We hope the handbook has helped form a picture of life at Portpatrick Primary

Please do not hesitate to contact the school
if you require any further information.

Sheila Baillie
Partnership Head Teacher

