



Dumfries and Galloway Education Services
Troqueer Primary and Nursery School Handbook

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1. Letter from Head of Education

Dear Parent/Carer,

Dumfries and Galloway Education Services is committed to delivering a high quality education for your child/ren. As part of Dumfries and Galloway Council's overall vision we aim to provide all children and young people with a good start in life and prepare them for adulthood and employment.

Education Services cannot deliver this alone for children and young people but work together with others and, as parents, you are one of our key partners. The research tells us that when parents are involved in their child's education the child will do better. The school handbook is one of the ways in which we inform parents, not just about how the school works, but also about how you can help us help your children to succeed in school and life.

It gives me pleasure as Head of Education to commend this handbook to you as an invaluable source of information about your school and Education Services.

Yours sincerely

Gillian Brydson
Head of Education



Dumfries and Galloway Council, Children, Young People and Lifelong Learning, 122-124 Irish Street,
Dumfries DG1 2PB

2. Welcome from Head teacher

Dear Parents / Carers,

Contained within the pages of this handbook is all the essential information that you might need as a parent or partner of Troqueer Primary and Nursery. However a document such as this can only ever tell you part of a story about a school.

At Troqueer, we believe that the only way to achieve to highest standards is to work together, to share views and collaborate with the interests of the children at the core of all that we do. When we talk about 'learners', we are not simply talking about the pupils, but all of us should be committed to learning together to make our school better; to seek to continually improve.

At Troqueer, we are proactive in involving pupils and parents at the very core of decisions we make. As part of our curriculum, all pupils are involved in 'Pupil Voice Groups' which have responsibility for an aspect of school life. We have several working groups in

operation, some permanent and some short term, to inform our thinking and to help shape the future. Speaking personally, as father of a young family, I understand what issues affect parents. I encourage discussion amongst parents, how is it best for us to move forwards? How do we feel about current practice? What do we do well? What could we do better? Parents are fundamental to the decisions that we make.

We continually review our curriculum, working with staff, pupils, parents and partners to develop a curriculum that is vibrant, relevant and best prepare our children for their future.

We place a priority on high academic standards, particularly in core skills such as Maths and Language. We value the opportunities that the 'Curriculum for Excellence' affords us, preparing our children to achieve their aspirations. We value independent thinking, problem solving, enterprise, creativity and collaborative learning and take into account individual needs in our learning. As well as setting high academic standards, we actively encourage wider participation amongst our children, allowing them to discover new talents and presenting them with wide ranging opportunities.

We are a school that listens, and continually adapt our practice as we learn. Equality is paramount and all members of our community are encouraged to act collectively to achieve our common goals. We recognise our responsibilities to each other and fulfil these to the best of our ability – striving to live up to our motto 'Aim high and be the best you can be'. Quality is expected.

My vision for Troqueer is simple – I refuse to accept second best. I hope what is outlined in this handbook gives some sort of insight into what Troqueer school is currently, and vitally what it will be. Excellence must permeate everything we do.

Martin Armstrong

Head Teacher, Troqueer Primary and Nursery School.

2A. Welcome from the pupils

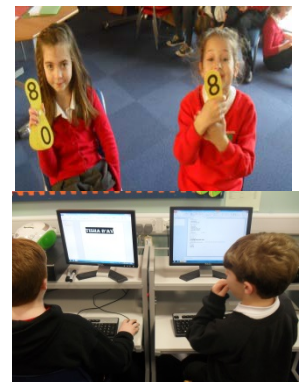
At Troqueer Primary we (the pupils) have a say in making school decisions. The Handbook Helpers, as one of twelve Pupil Voice Groups decided to look at 3 aspects of our school to share with you.



1. Classroom lessons

We enjoy lots of different classroom activities. We learn about numbers, drama, ICT, writing, art, reading, spelling, French and lots of others subjects as well as how to work with and learn with others.

2. PE and the 'Daily Mile.'





We have weekly lessons with Mrs Law (our PE teacher) and with our own teachers. We have at least 2 hours of PE every week. We also take part in 10 minutes of exercise every day and record how many laps of an area of the school playground we can achieve in this time. Using a scanner helps us to record and look at how we are improving our fitness.



3. The Playground



We can play football, basketball and rugby in the MUGA. We follow a timetable so we know which zone we are in each day. We have painted games to play on and toys and games to play with. There is a friendship stop if we haven't anyone to play with.

3. Education Services Aims

Our Aim is to raise levels of attainment, achievement and participation in all our children and young people.

Our Objectives

1. We will ensure that children and young people will be at the centre of our plans.

This means planning by schools and support from Education Services will be focussed on delivering to all our children and young people the entitlements embedded in Curriculum for Excellence and Getting It Right for Every Child.

2. We will improve our partnership working

This means an emphasis on Cluster working, training on Getting It Right For Every Child themes, parental involvement, multi-agency working, partnership with Community Learning and Development (CLD); Professional Learning Communities and collaboration with Education Scotland, the Care Inspectorate and Further Education colleges.

3. We will encourage innovation, creativity, collaboration and a culture of sharing and learning in all our staff

This means a focus on transformational leadership, professional autonomy and local solutions and building capacity in all our staff.

4. We will streamline our business processes

This means empowering our schools and staff to find better ways of working, with an emphasis on professional autonomy, local solutions, developing leadership, capacity building, effective Continuing Professional Development and implementing Getting It Right for Every Child processes.

4. School Aims

– Troqueer Primary and Nursery School aims to enable all members of our school community to become:

- Knowledgeable
- Challenged
- Successful Learners
- Independent Thinkers
- Skilled

Enabling each child or young person to be:

- A Responsible Citizen
- A Successful Learner
- A Confident Individual
- An effective Contributor

5. School Ethos – Our school motto:

Care, Believe, Dream, Achieve (*Aim high and be the best you can be*)

We, as a school community, agreed a set of values. To be:

- Creativity
- Perseverance
- Responsibility
- Activity
- Focus
- Kindness

These values have are reflected upon weekly in assemblies and frequently in classes, with examples of pupils demonstrating these values celebrated.

6. School Information

6.1 Name : Troqueer Primary and Nursery School, Hill Avenue, Dumfries. DG2 7LR.

Telephone: 01387 273020. Fax: 01387 257414.

E mail: gw08officetroqueer@ea.dumgal.sch.uk

6.2 Head teacher details: Mr Martin. J Armstrong

6.3 Roll of School: 263. No Gaelic language provision.

6.4 Nursery: Morning and Afternoon sessions with a maximum of 40 places per session. Nursery staff provide their parents with additional newsletters regarding other events that they are pursuing.

6.5 School Staff: Mr MJ Armstrong (Head Teacher); Mrs N. Torbett (Depute Head Teacher); Permanent Teaching Staff – ; Mrs C den Oudsten; Mrs L Erskine; Mrs C Mackenzie; Mrs J. Brownrigg; Miss J. Ness; Mrs E. Cannon ; Mr C Mackenzie; Mrs M. McCann; Mrs L. Ashton; Mrs J Johnston; Mr S Barbour; Mrs A Owens. Temporary Teaching Staff –Mr R Beck; Miss K Miller; Mr E McCall; Peripatetic Teachers - Mrs I. Riddick (Music); Mrs J. Law (PE). Clerical Assistant – Mrs M. Cumming; Mrs J Hopkins; Facilities Assistant r and Playground Supervisor - Mr C. McCall. Learning Assistants –;. Mrs D Wells Mrs P Johnstone; Miss C. Grieve. Nursery Manager Mrs E Irving; Early Years Practitioners – Miss A. O'Donnell; Mrs D. Kerr; Ms J Lamont;. Cleaner in Charge – Mrs J. Kirkpatrick; Cleaners – Mrs. J. Smith; Mrs S Kirkaldie Catering Assistants – Mrs J. McKie; Mrs L. Wilson; Miss Lynn Cameron. School Crossing Patrol – Mrs R. Flannigan.

- a. Terms and Holidays – see <http://www.dumgal.gov.uk/article/15239/School-term-and-holiday-dates>

7. Contact Us – We operate an “open door” policy and welcome contact, both informal and formal from parents and carers. As parents must use the front door to enter the school making use of the secure entry system, it is very difficult for parents to access teachers directly at the beginning and end of the school day. However if you would like to consult with a teacher please contact the school office and a mutually convenient appointment will be arranged.

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 concern should normally 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.

7.2 If you have a complaint

Normally issues arising at a school level should be brought to the attention of the class teacher and senior school staff, such as Head or Depute Headteacher as appropriate. Complaints received directly by Education Services will, where possible, be dealt with at as local a level as possible, i.e. at individual school level.

Education Services operate within the complaints handling procedures for Dumfries & Galloway Council. Information on this can be found at <http://www.dumgal.gov.uk/article/15081/Home> Further support and advice can be provided to individual complainants through contacting either the complaints handler within Education Services or to the Council's Corporate Complaints Unit.

8. How the School Works?

8.1 Enrolment –

Parents may opt for a place in any school they wish, at any time, but priority for a place will be granted to children from the recognised or 'delineated' catchment area. Information regarding catchment areas can be found on the Council's website by accessing "Find My Nearest" . <http://www.dumgal.gov.uk/article/15081/Home> Full details on how to enrol or move school are available from the school or on the Council's website (see Section 16).

8.2 Moving from Nursery

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

8.3 School Day

School day	-	9.00am – 3.00pm.
Morning Interval	-	10.30am – 10.45am.
P1 and 2 Lunch	-	12.15 – 1pm
P3 to 7 Lunch	-	12.30pm – 1.15pm.
Nursery	-	Morning session 8.45am – 11.55pm.
	-	Afternoon session 12.15pm – 3.25pm.

8.4 School Uniform/Dress Policy

All Dumfries and Galloway schools must have a dress code which encourages pupils to dress in a way appropriate to attendance at school. This code must not lead to direct or indirect discrimination on the grounds of race, religion, gender, or disability.

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.

Our uniform is a red sweatshirt, and white polo shirt, with dark skirt or trousers. Girls often also choose a dress, usually a red gingham style. Dark shoes are also preferable.

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. Guidance is available on Clothing Grants from Pupil / Parent Support Unit on <http://www.dumgal.gov.uk/article/15081/Home>

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.

8.5 School Meals

For the past 10 years Dumfries and Galloway Council's school meal service has taken steps to improve the nutritional quality of school meals.

This has been influenced by the introduction of both "Hungry for Success" and "The Schools (Health Promotion and Nutrition) (Scotland) Act 2007" which:

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

This has resulted in a service which provides and promotes healthy food choices with a restriction of certain foods high in fat, salt and sugar.

Dumfries and Galloway Councils current uptake of school meals is at a six year high, we would like to thank you for your continued support in encouraging your child to have a school lunch.

For more information call on 030 33 33 3000 and ask for DG First, Facilities Management (catering)

Free school meals are available to support families who live and attend a school in Dumfries and Galloway and who are in receipt of qualifying benefits. All Primary 1 pupils currently receive free school meals. Any questions about Free School Meals can be directed to the Pupil/Parent Support Unit (See Section 16) or <http://www.dumgal.gov.uk/article/15081/Home>

8.6 School Transport

Who is entitled to school transport?

- Pupils who live 2 miles away from their catchment school if they are under 8 years old
- Pupils who live 3 miles away from their catchment school if they are 8 years and over
- Roman Catholic children attending the denominational school for their address and live the above statutory distances from that school.

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

When school transport is required for a pupil, the school will contact the Parent/Pupil Support Unit. 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://www.dumgal.gov.uk/article/15081/Home>

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.

There is a Policy on School Transport and a Guide for Parents, and also Guidance for transport of children and young people with Additional Support Needs. These are available from your school or on the Council's website or from the Pupil/Parent Support Unit (see Section 16 <http://www.dumgal.gov.uk/article/15081/Home>)

8.7 Class organisation – classes are formed within the limitations of the number of children enrolled in the school and related to the number of teachers provided to teach the classes. Policy in Dumfries & Galloway Schools is that there will be a maximum of 25 children in P1 classes. Preferred policy is that P1 & P2 classes should have 25 children although Scottish Government policy is a maximum of 30 pupils. In classes P4 – P7 there can be a maximum of 33 children in a class. Composite classes have a maximum of 25 children and are composed from children from 2 or more classes.

8.8 Playground Supervision – during intervals and prior to school opening from 8.50, the playground supervisor is in the playground to monitor pupil conduct and care for any injuries. The head teacher and two Classroom Assistants (Additional Support for Learning) are present in the playground during intervals at every opportunity to assist the Playground Supervisor.

8.9 Positive Behaviour and Celebrating Success – behaviour in class is carefully monitored by teachers with the use of “traffic lights” boards. Success from within school and also from outwith school is celebrated in assemblies, and on achievement walls outside each classroom.

9. The Curriculum

9.1 Curriculum for Excellence

Curriculum for Excellence (CfE) is bringing learning to life in the way education is delivered for all 2-18 year olds – in nursery, primary, secondary, at college, workplace or community learning. It takes a fresh approach to what, how and where young people learn. It aims to raise standards, improve knowledge and develop skills, closing the gap between the lowest and highest performers. Ultimately it aims to nurture young people as successful learners, confident individuals, effective contributors and responsible citizens.

How does Curriculum for Excellence work?

- The ‘learner journey’ will be joined up from 2-18 to avoid gaps and overlaps in learning and to make the most of achievements outside school.
- Learners will work at a pace that suits, with enough challenge and support to stretch them.
- Lessons will be more engaging, inspiring and relevant to everyday life.
- Teachers will make connections between subjects, helping children make sense of the world.
- Children will learn *how* to learn and how to use their learning, not just memorise information to pass tests. This will help them adapt in an uncertain future with the ability to think for themselves, make sound judgements, challenge, enquire and find solutions.
- There’s more focus on knowledge *and* skills – including vital skills: literacy and numeracy, which underpin all learning and are critical in life.
- There are changes to assessment and how progress is reported to give learners, parents and employers better information on potential and achievement.

9.2 Subject Information - The Curriculum areas that are covered by Curriculum for Excellence are Literacy & English, Numeracy & Mathematics, Health & Wellbeing, Social Studies, Expressive Arts, Religious & Moral Education, Sciences and Technologies. Staff plan individually and collectively to ensure that there is broad and deep coverage of the Experiences and Outcomes detailed in each of the curriculum areas.

9.3 Health and Well Being Education – whereas we previously had help with the delivery of this curriculum area from our school nurse, this is no longer the case and teachers cover this area themselves. In partnership with a group of parents a working group was established and a curriculum was devised for delivery within the school for the area of Relationships, s*xual health and parenthood. This was presented to

parents at an “open” curricular evening. Whenever subject matter from RSHP is about to be taught a standard letter goes home to parents to advise them of this.

10. The Wider Curriculum

10.1 Extra Curricular Activities – There are a wide range of extra-curricular opportunities available.

10.2 Pupil Council - the Pupil Council is run by our Captains and Vice-Captains, one of our ‘pupil voice groups’ responsible for developing different aspects of school life. The other groups are Eco, health, playground, school grounds, communication and nurture.

10.3 School Trips – class teachers organise class excursions to enhance the curriculum and to allow children to further develop their learning. Local excursions for pupils will be charged a maximum of £5 to defray expenses. For trips further afield, children will be charged a maximum of £10. Pupils in P6 are given the opportunity of participating in an overnight residential Outdoor Education excursion to Carlingwark Loch at Castle Douglas. P7 pupils are given the opportunity of participating in a 2 night residential city visit to Edinburgh.

10.4 The Community – the school regularly makes use of coaching sessions provided by Active Schools Coordinators and these have recently included football (throughout the school and Nursery), rugby, cricket, tag rugby, Floorball and athletics.

10.5 Eco Schools – the school has an active Eco Group and we have achieved Green Flag status. The group comprises pupils (throughout the school), staff and parents and they meet regularly. We also have a Health Group comprising the same groups of people and they also meet regularly.

Our whole school curriculum is currently under review.

11. Home / School Partnership

11.1 Our Parent Council and Fund Raising Group are amalgamated to form the Troqueer Parents and Friends Council (TPFC) – As well as significant parental representation, the membership includes – Mrs L Whitelaw (Chairperson); Mrs S Harper (Vice-Chair) Mrs K McIntyre and Mrs J Russell (Secretary); Mrs M Terrace (Treasurer); Mrs N. Torbett ; Councillors D. Stitt, Mr I Blair and Mr R. Davidson. M. Armstrong (Head Teacher) The Council meets roughly every six weeks. Agendas for meetings and the minutes are made available for parents to read in the TPFC notice board, which is situated in the playground adjacent to the fence and can be read through the fence. They also produce an annual newsletter to parents explaining to the wider parent body what has been achieved through the school session. The TPFC stages an Annual General Meeting in September to which all parents are invited and both bodies seek to recruit new members from the parent

body. Parents are also welcome to attend any meeting of the Parent council, but only in a non contributory capacity.

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

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

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

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

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

11.2 Communicating with Home

- Parents receive newsletters, every fortnight to keep them informed of school life.
- Text messages are used to consult parents regarding Unexplained Pupil Absences, Late returns from excursions etc
- Parents Consultation Sessions are staged in September, November and March. Initially this informs parents how children are settling into school life and also allows feedback from parents.
- Formal written reports are produced for parents in November and also in March.
- Staff have made use of "open" sessions to afford parents the opportunity of visiting school to see the work being undertaken by the pupils.
- We have staged Information evenings for parents to advise them of curricular change and innovation.

- Classes host an Assembly once per session and parents and family members are invited into school to share in the Assembly.
- We are happy to provide information to Non Resident Parents if we are contacted and requested to provide newsletters and reports.

11.3 Attendance

It is your responsibility as parents to ensure that your child/children attends 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 out with 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. Further information is available in the Attendance at School Policy (2012).

Unexplained Absences / Lateness

In light of the tragic case in West Lothian in 2005 we have been advised to put procedures in place to ensure the safety of all the children in our care. 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. School would be informed before 1.15pm if a child was not returning to school after lunch as a result of becoming unwell over that period.
7. Latecomers report to the school office on arrival at school.

Staff will ensure that absences are checked every day and follow up the whereabouts of any child for whom we have no explanation. Due to the amount of extra work involved and necessity of having the correct information 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 Headteacher 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 – nor 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.

11.4 Homework – homework is seen as reinforcement of class work or as the consolidation of work completed in the classroom. Another aim is that homework builds home-school links by involving parents in their children's education and also keeps them informed as to pupil progress. Homework also allows pupils to plan and organise their work through the week. Homework diaries are used to record homework tasks.

11.5 How is my child doing? (Assessment and Reporting) –As children develop at different rates and with various strengths and weaknesses all teaching is planned to suit the children. This is normally done by grouping and individual programming. The assessment of progress therefore is tied in with the planning for the child at their stage of development. Class teachers maintain a system of continuous assessment of pupil progress by day to day observation of pupils and by written, oral and practical activities devised by the teacher. Where learning difficulties are identified, parents are informed at an early stage and provided with ongoing information. Parents will receive formal written progress reports in November and in May.

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

11.6 Pupil Profiles

A profile is a snapshot of a child's or young person's best achievements at a given point in time. Profiles are primarily aimed at children 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 child's achievements can be recognised. Nationally it has been agreed that profiles will be produced at the P7 and S3 stage. The profiling process gives your child the opportunity to talk about their learning and achievements with yourself and others and can challenge, motivate and support all learners. The intention is to give a rounded picture of your child, their achievements and progress in learning to date.

There is a Guidance note for parents on profiling which is available from your school.

11.7 Helping your child

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

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

Information provided by Education Scotland –

Parentzone

11.8 Helping the School – although there are strict guidelines which have to be followed in the case of parents working with groups of children or with individual children on their own, we welcome any offers of help and we currently have parents and friends, who are helping with many extra-curricular activities, with accompanying classes on excursions, with helping with reading groups, with helping with Arts &

Crafts work. If you have a talent that you would like to share with the pupils of the school then please contact us and we will make use of your skills and talents for the benefit of the children.

11.9 Useful Information

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

12. Support for All

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

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

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

12.2 Pastoral Care- we make use of Dumfries & Galloway's Policy "Respect for All" Anti Bullying Guidelines and we have a zero tolerance policy on bullying and inform parents immediately about any suspected incidents of bullying. We make use of external agencies to help children with any identified needs.

12.3 Additional Support for Learning

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

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

Support Manual. This Support Manual is available on line for all staff within schools and is able to be updated and kept live.

In Troqueer School we have a High Dependency Room and an Additional Support for Learning base – staff sometimes extract pupils from class and sometimes they support children in the classrooms. One ASL teacher attends school for one and a half days and a second teacher attends school for three days. We also have two full time ASL Classroom Assistants and they support many children throughout the school, both in and out of the classroom. Whilst the HT has ultimate responsibility for this area, organisation of timetables and Support Staff is within the remit of the Depute Head Teacher.

What is Additional Support for Learning (ASL)?

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

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

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

Your child's progress will be kept under review and any plans and support will be changed as necessary. As a parent you will be closely involved in any review process. There will be several opportunities for you to discuss your child's progress. This may be through informal

discussion with the teacher or at Parents' Nights or it may also be through more formal, focussed meetings with all agencies involved. You should discuss and agree with the school how you would like to be involved.

We conduct annual reviews of Coordinated Support Plans involving parents and all professionals involved. We also conduct regular reviews of the targets contained within Individualised Education Plans and amend these as appropriate.

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

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

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

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

12.4 Getting it Right for Every Child (GIRFEC)

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

- You are the expert on your child and what you think matters. Getting it right for every child means that the School will always seek to involve you, to listen to your opinions and take them seriously.
- From April 2013 your child will have a person in school, undertaking the 'named person' role. 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.
- The named person for this school is Martin Armstrong (Headteacher)

For more information on *getting it right for every child* email GIRFEC@dumgal.gov.uk.

12.5 Child Protection

As a whole school community, we understand that child protection is all of our responsibility. We aim to ensure that all who work with our children either directly or indirectly have the knowledge and skills to know their responsibilities. This happens in a variety of ways and to a variety of levels depending on their role. However the core of our child protection policy is that **all adults** in our school are made aware of what to do if they have any concerns about the wellbeing of a child. All adults '**have a responsibility to recognise and actively consider potential risks to a child, irrespective of whether the child is the main focus of their involvement.**' (National Guidance for Child Protection 2015) All adults working in our school are expected to go beyond 'passing on' information but to identify and respond to potential risk. The D&G Child Protection Process Flowchart is visible in every room.

12.6 Anti Bullying

Based on Dumfries & Galloway's Policy "Respect for All" Anti Bullying Guidelines, we have our own 'Respect' Policy. We have a zero tolerance policy on bullying and inform parents immediately about any suspected incidents of bullying. We make use of external agencies to help children with any identified needs.

12.7 Educational Psychology Service

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

We do this by:

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

in children's lives

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

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

12.8 Home School Link Worker Service

A Home Link Worker can meet with parents/carers, children or young people to offer advice or help with the sorts of things that can affect a child's learning. These could be connected to a child or young person's home or school life. The service aims to provide help and advice early and prevent something small from growing into a problem. A Headteacher can ask for this support on a parent's/carer's behalf.

13. Moving to Secondary School

13.1 Catchment 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 Dumfries Academy. Information regarding catchment areas can be found on the Council's website by accessing "Find My Nearest" <http://www.dumgal.gov.uk/article/15081/Home>. 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.

13.2 Transition Activities – these are arranged throughout the session and are dependant on the availability of Dumfries Academy staff. Events are discussed and agreed at Cluster Group meetings and have recently included English language, mathematics, basketball, home economics, Olympics and science. We attempted to start induction with events for P6 pupils but suitable arrangements became increasingly difficult to sustain.

13.3 Induction Days – for the Dumfries Academy Cluster the dates agreed are as yet undecided..

13.4 Support Available – special arrangements have been made previously for children to have an enhanced level of support for transition. This has been arranged between staff of the school working in close collaboration with staff from the Academy. The School Home Link Worker has also been involved with enhanced transition. We have also made use of the YPSS service which provides a vastly enhanced level of transition, usually starting around November of the P7 session.

14. School Improvements

14.1 In May each year, the school publishes a Standards & Quality Report providing all stakeholders with a comprehensive summary of the school's work and learners' achievements over the last year. The first part of this report provides an overview of the school's progress in addressing its key priorities, while the second part gives information about, for example, how well pupils are learning and achieving; how well the school is supporting children/young people to develop and learn. In June, we publish a School Improvement Plan which outlines the key priorities for the school during the year ahead, following due consultation with staff, pupils and parents. The plan indicates the expected impact of priorities on pupil learning, as well as providing brief information about the key tasks to be taken forward. Both the report and the plan are published on the school's web-site and are also available in hard copy, on request.

14.2 Achievements – pupils successes in 'Achievement, Attainment and Participation' are celebrated in assemblies and on display outside each classroom. We place a high priority on raising children's self-esteem by celebrating what they do well. Pupils are very clear about how to achieve success and are proud of the recognition which they receive.

14.3 More information – we like to think that this is a very comprehensive guide to the life of our school, however if you have a query for which you are seeking an answer, then please do not hesitate to contact us and we will try and provide you with a response. It may be that we require to add further sections to this handbook

15. Health and Safety

15.1 Emergency Arrangements

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

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

15.2 Severe Weather and School Closure Arrangements

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. If possible, a text message will be sent out but in all cases, **as a first priority a closure notification will be posted on the council website**

<http://www.dumgal.gov.uk/article/15081/Home> which is usually picked up very quickly by 'West Sound', the local radio station. Other avenues of communicating a closure would include the TPFC Facebook page and the school website, scheduled for launch imminently.

15.3 Health Care

Education Services is committed to ensuring that all children are able to fully participate in the life of the school. Many children will require their health care needs to be met at sometime within the nursery/school environment, for most children this will be for short periods of time only, but for some children this may require more long term planning and support. If your child has any health care needs please contact the school to discuss arrangements. Full details of the support available and your role as a parent and the role of your child are contained within Health Care in Schools 3 - 18 Sept 2013 which is available from the school or on the Council website.

15.4 Data Protection

Your child's personal data will be held by the school. All personal data is held on our secure school management information system. We will ensure that the information we hold is accurate and up to date and each year you will be sent an Update Form detailing the information held by the school for you to check and update as required. Access to the school management information system is by individual user and is password protected. Furthermore, access to confidential data is restricted to staff in school as appropriate.

15.5 Images of Pupils

We keep a photographic record of events at the school and this is used for a number of purposes. From time to time we also feature in the local press and we have also appeared on television. 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 with regard to the publication of images of your child. This permission will be obtained when your child starts school or at a new school, but you can amend your permission at any time by contacting the school office.

15.6 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.

16. Other Useful Information

16.1 Pupil / Parent Support Unit

The Pupil /Parent Support Unit is there to help parents and pupils and can be contacted on the numbers shown below regarding any aspect of Free School Meals/Clothing Grants, Education Maintenance Allowance, School Transport, Home Education, Parent Council

administration, school transfers and enrolment, school catchment areas, performance licences, insurance matters and financial support for those pupils entering higher education.

(01387) 260437

(01387) 260498

(01387) 260433

(01387) 260493

16.2 Policies

There are a number of National, Education Services and school policies which will provide information on a range of issues. Further details of all of these are available from your school or on the Council website <http://www.dumgal.gov.uk/article/15099/Council-and-democracy> 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)
- Nursery and Schools Policy on Health Care Procedures (2012)
- 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 .

Dumfries and Galloway Council, Children, Young People and Lifelong Learning, 122-124 Irish Street,
Dumfries DG1 2PB