



# School Handbook

## St Marnock's Primary School 2018~2019



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# Welcome!

Dear Parents and Carers,

We are delighted that you have chosen to send your child to St Marnock's and extend a warm welcome. We are very aware that the primary school years are vitally important and we look forward to working in partnership with you. We hope you will find St Marnock's Primary School a caring and ambitious place where every child can reach his/her full potential. This handbook has been written with you in mind. It aims to provide a rich source of information on every aspect of school life.

St Marnock's RC is an inclusive school which functions through the promotion of Gospel Values and strong nurturing principles. We endeavour to instil in children a positive attitude to self, others, learning and the environment. We provide a high-quality service and will work with you to prepare your child to be a successful learner, confident individual, responsible citizen and effective contributor. We work towards a national aspiration of Getting it Right for Every Child (GIRFEC).

Many activities are organised throughout the school year, giving parents the opportunity to meet and work with the staff of the school. We encourage you to attend where possible and look forward to seeing you at various occasions during the session.

The teaching and support staff are incredibly hardworking and talented professionals. We put children and young people first and greatly value our positive relationships with them. It is vital that children are happy, safe and achieving their potential.

Please contact me if you have any concerns about your child's progress or welfare. Any positive feedback or compliments would be gratefully received too!

Thank you for entrusting us as partners in your child's education and development.

Kindest regards,

*Mrs AM McDonald*

Headteacher



## *Chapter 1: School Information*

### School Information: Contact Details

**Name:** St Marnock's Primary RC School

**Address:** Langton Crescent  
Pollok  
Glasgow  
G53 5LW  
0141 8821915  
[www.st-marnocks-pri.glasgow.sch.uk](http://www.st-marnocks-pri.glasgow.sch.uk)  
[headteacher@st-marnocks-pri.glasgow.sch.uk](mailto:headteacher@st-marnocks-pri.glasgow.sch.uk)  
[@stmarnockspri](https://twitter.com/stmarnockspri)

<i>Present Classes</i>	P1	P2/1	P3/2	P3	P4	P5/4	P5	P6	P7/6	P7
<i>Role</i>	24	25	25	29	27	22	24	31	22	31

**Total Roll:** 260

**Capacity:** 460

Parents should note that the working capacity of the school may vary dependent upon the number of pupils at each stage and the way in which the classes are organised.

**Stages covered:** P1-7

The school is Roman Catholic and co-educational. We are part of the Lourdes Learning Community and associated primaries. We also have strong links to St Paul's Secondary.

### Community Facilities

Should anyone wish to apply for the use of the school accommodation, please make an application to:

*Glasgow Life*  
Community Letting Section  
Emirates Arena  
100 London Rd  
Glasgow  
G40 3HY

Email: [communityletting@glasgowlife.org.uk](mailto:communityletting@glasgowlife.org.uk)



## School Information: Teaching Staff and School Hours

**Headteacher:** Mrs A M. McDonald

**Depute Headteacher:** Mrs M. McCreery

**Principal Teachers:** Mrs C McCafferty  
Mrs T Carr  
Mrs P Walker

<b><u>Class Teachers:</u></b>	Miss S Deeney	P7
	Miss K Gaffney	P7/6
	Mrs T Carr	P6
	Mr S McGuire	P5
	Miss N O'Donnell/Mrs C McCafferty	P5/4
	Mrs MC Greene	P4
	Mrs P McMullan	P3
	Miss L. Roan	P3/2
	Miss N McLaughlin	P2/1
	Miss S. Wallace	P1

**Non-Class Contact Time/  
Support for Learning:** Mrs R Simpson  
Mrs L Cawood

**Challenge Leader of Learning:** Dr A. Webster

This list is for session 2018-2019 and may vary from session to session.

## School Information: School Hours

### **Primaries 1-7**

Morning	Starting time:	9.00am
	Interval:	10.30am to 10.45am
	Lunch break:	12.15pm to 1.00pm
Afternoon	Starting time:	1.00pm
	Dismissal:	3.00pm

\*Please note: P.1s remain in school for mornings only until the first week in September.

*We have a breakfast club in our cafeteria which offers breakfast to all pupils  
between the times of 8.00am – 8.45am.  
There are a number of After School groups which collect from our school.*

## School Information: Remits of Promoted Staff

### Headteacher: Mrs A M. McDonald

- School Improvement Planning
- Standards and Quality Report
- Education Perspective Report
- Pupil Equity Fund
- P1-3 with Principal Teacher (PT)
- Budget in consultation with Senior Leadership Team
- Timetabling with Depute Headteacher (DHT)
- Distributed Leadership, Professional Review and Development of staff
- Management of Clerical Staff
- Lead and implement Vision, Values and Aims
- Child Protection Coordinator
- Fire Officer
- Asbestos Officer
- Adherence to GCC council policies, Management Circulars and Management Safety Files
- Assemblies with DHT and PTs
- Literacy (inc French), Social Studies, Interdisciplinary Learning, Outdoor Learning, Community Links and Sustainability
- Quality Assurance
- Transition Nursery to P1 in conjunction with PT
- Supporting DHT in Additional Support Needs (ASN) and Multi Agency Meetings
- Parent Council
- Parish Links
- Homework with PTs
- End of year Class Handover Coordinator
- Report to Parents
- Partnership Developments through aspects of responsibility
- Tracking

### Depute Headteacher: Mrs M. McCreery

- Lead a School Improvement Plan group
- Management and leadership of Support for Learning Workers (SfLW)
- P4- 7 with PTs
- Catholic ethos
- Science, Technology, Engineering and Mathematics with Challenge Leader of Learning
- Quality Assurance
- Transition P7 to Secondary in conjunction with PT
- ASN transitions
- Shanarri Shed
- Medical Room/Pastoral Area with First Aider/Support for Learning Workers
- Multi Agency Meetings
- New staff inductions
- Partnership Developments through aspects of responsibility
- Child Protection, Pastoral Support, Nurture, Behaviour Management
- Tracking

**Principal Teacher: Mrs P Walker**

- Lead a School Improvement Plan Group
- Pupil Equity Fund: Literacy
- P1-3 Open Area
- Literacy and Language
- Family Engagement P1-3
- Partnership Developments through aspects of responsibility
- Management Duties: Playground, Dining Hall, Exit and Entry times
- Transition Nursery to P1 with HT
- Liaising with Child Development Officer, Mrs Conway
- Pastoral Support, Nurture and Behaviour Management P1-3
- Quality Assurance P1-3
- Assemblies

**Principal Teacher: Mrs C. McCafferty**

- Lead a School Improvement Plan Group
- Coordinating Pupil Voice via Committees, etc. across the school
- P4-7 Open Area, including Library
- Pupil Learning Logs
- Expressive Arts
- Probationer Mentor, students and work experience coordinator
- Staff Development Coordinator
- Partnership Developments through aspects of responsibility
- Management Duties: Playground, Dining Hall, Exit and Entry times
- Pastoral Support, Nurture and Behaviour Management P4-5
- Quality Assurance P4-5
- Assemblies

**Principal Teacher: Mrs T Carr**

- Lead a School Improvement Plan Group
- Health and Wellbeing
- School Handbook/Staff Handbook
- Digital Literacy with Digital Leader of Learning (DLOL)
- Homework/Home Learning with HT
- Rota Kids
- Partnership Developments through aspects of responsibility
- Management Duties: Playground, Dining Hall, Exit and Entry times
- Transition P7 to secondary with HT
- Pastoral Support, Nurture and Behaviour Management P1-3
- Quality Assurance P6-7
- Assemblies



## School Information: Support Staff

The support staff in St. Marnock's are skilled, caring and committed and helps our school to run as smoothly as possible.



Mrs M Conroy  
Clerical Assistant



Mrs J MacLean  
Clerical Assistant



Mrs L Shepherd  
Support for Learning



Mrs Haslett  
Support for Learning



Mrs H Conway  
Child Development Officer



Mrs C Shearin  
Support for Learning



Mrs P Fay  
Support for Learning



Mrs L Stuart  
Support for Learning



Mrs Walkden  
Support for Learning



Miss K McInnes  
Support for Learning

Janitor: Mr D Spence

Cordia Catering Staff: A Griffin (Supervisor), H Watt and H Belton

Cordia Cleaning Staff: P Duffy (Supervisor), L Buchanan and C Harvey





### School Information: School Calendar

<b>Return Date for Teachers</b>	<b>Monday 13 August 2018</b>
<b>Return Date for Pupils</b>	<b>Wednesday 15 August 2018</b>
<b>September Weekend</b>	<b>Friday 21 and Monday 24 September 2018</b>
<b>First Mid-Term</b>	<b>Friday 12 to Friday 19 October 2018</b>
<b>(inclusive)</b>	
<b>Christmas/New Year</b>	<b>Friday 21 December 2018 to Friday 4 January 2019</b>
<b>(inclusive)</b>	
<b>* Please note that schools will close at 2.30pm on the last school day before the holiday (Thursday 20th)</b>	
<b>2019 Return to School</b>	<b>Monday 7 January 2019</b>
<b>Second Mid-Term</b>	<b>Monday 11, Tuesday 12 February 2019 and Wednesday 13 is In-Service Day</b>
<b>Spring Holiday</b>	

#### In-Service Days

<b>Day 1</b>	<b>Monday 13 August 2018</b>	<b>All Schools</b>
<b>Day 2</b>	<b>Tuesday 14 August 2018</b>	<b>All Schools</b>
<b>Day 3</b>	<b>Friday 12 October 2017</b>	<b>All Schools</b>
<b>Day 4</b>	<b>Wednesday 13 February 2018</b>	<b>All Schools</b>
<b>Day 5</b>	<b>Tuesday 7 May 2018</b>	<b>All Schools</b>



## School Information: Communication

### Keeping up-to-date

Please follow us on Twitter @stmarnockspri to catch up with the latest news from the school.

Monthly newsletters are another great way to hear about our school and the exciting things happening. These are available through the school bag post and also on our website.

Our school website is always being updated and there are a number of interesting communications to which we always add over the session.

Goupcall is used for texting to parents and carers. The Xpressions App is available to download. This app is completely free of charge to you and can be installed on your mobile phone or tablet. It currently supports both Apple iOS and Android devices (with Windows mobile to follow) and you'll be able to see information for your children.

### If your child is absent, late or has an appointment

Please call the Pupil Absence Line on 0141-287-0039 to record your child's absence. The teachers take a register at 9.00am. At 9.30am if there is any child absent and we do not have a record of his/her absence we will text you so you are aware your child is absent. If there are any concerns about absences a member of the Senior Leadership Team will contact you or the Headteacher will inform you by letter and request the Liaison Officer to conduct a home visit.

If your child arrives after 9.00am they should come through the main door. He/she will be met by a Clerical Assistant who will note he/she has arrived and direct the child to class. This way we can ensure that he/she is safe.

NB: Please use the pedestrian entrance and not the vehicle entrance.

### If you have a concern, question or comment

Please contact the Headteacher. You can make an appointment at a time which suits your work and personal commitments. Every attempt will be made to see you as soon as possible. You can also e-mail the Headteacher at the following address:

[headteacher@stmarnocks-pri.glasgow.sch.uk](mailto:headteacher@stmarnocks-pri.glasgow.sch.uk)

Your concern will always be taken seriously and treated with respect and professionalism. We seek to resolve concerns in a speedy and professional manner. Should you wish to speak to your child's teacher a member of the Senior Leadership Team will be happy to facilitate this, at a mutually convenient time.



## School Information: Enrolment and Transition to Secondary School

### New entrants

Registration for children starting school for the first time takes place during the second week of November. You register your child online at:

<https://www.glasgow.gov.uk/index.aspx?articleid=18007>

To register your child at the local catchment school you will need

- A digital copy of the child's birth certificate (The requirement to upload a birth certificate only applies to children who did not attend a nursery or pre-school operated by Glasgow City Council)
- The name of the local school/centre you wish to register the child. If you are unfamiliar with schools within your catchment area, please use our School catchment lookup before completing the form.

Families will be notified of their confirmed P1 place no later than February. The school will hold an open afternoon to which children and parents can come along and visit.

The local authority will make an announcement in the press giving specific dates. Also look out for our own school literature in your child's nursery or playgroup.

### Catchment or Placing Request

If you are unsure of your catchment school please visit Glasgow Online at <https://glasgowgis.maps.arcgis.com/apps/webappviewer/index.html?id=3296a79016c34af98c4e71c0f1e02fa5>

If you input your postcode this will identify your catchment schools. You have the right to make a placing request for your child to attend a school of your choosing. Information at <https://www.glasgow.gov.uk/index.aspx?articleid=18205>

### Transfer to Secondary School

The associated secondary school for St Marnock's Primary School is Lourdes Secondary School. Pupils work on a variety of projects throughout their P.6 and P.7 years to help them get to know staff at Lourdes and also the year group of pupils with whom they will transfer. A two day visit is scheduled for June of each year. Pupils who benefit from additional support can join the enhanced transition programme. Please contact the Headteacher or Depute Headteacher for further information. Arrangements for transfer to secondary normally begin in December.

The contact details for Lourdes Secondary School are:

**Head Teacher:** Mr G McGuigan

Lourdes Secondary School

47 Kirriemuir Ave, Glasgow G52 3DF

Phone: 0141 582 018





## *Chapter 2: Parental Involvement*

There are 4 sections within this chapter:

- *Parental Representation: The Parent Council*
- *Gathering Your Views*
- *Home and School Partnerships*
- *Homework*

### Parental Representation: The Parent Council

The Scottish Schools (Parental Involvement) Act 2006 has changed the arrangements for parental representation in all schools. Since August 2007, all parents/carers are automatically members of the Parent Forum for their school and they have the right to establish a Parent Council to represent them.

#### Parent Forum

The membership of the Parent Forum is made up of all parents/carers who have a child or young person at an education authority school. Membership of the Parent Forum allows parents/carers to have a say in the local arrangements to enable their collective view to be represented on matters such as the quality and standards of education at the school and other matters of interest to parents/carers. One of the ways parents in the Parent Forum will be able to express their views will be through the Parent Council.

#### Parent Council

The Parent Council is a group of parents/carers selected by members of the Parent Forum to represent all the parents/carers of children and young people at the school. Parent Councils are very flexible groups and the Parent Forum can decide on the type of group it wants to represent their views. A Parent Council could get involved in:

- *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/carers, children and young people and the local community;*
- *Fundraising;*
- *Involvement in the appointment of senior school staff.*

Parent Councils are recognised in law from August 2007. As a statutory body, the Parent Council has the right to information and advice on matters which affect children and young people's education. So, the school and the local authority must listen to what the Parent Council says and give it a proper response. The Parent Council is also entitled to support from the education authority in fulfilling its role.

#### Membership of the Parent Council

Generally, members of the Parent Council must be parents/carers of children and young people who attend the school and the chairperson must have a child in the school. However, the Parent Council can decide to co-opt other members from school staff and the community who will have knowledge and skills to help them. The Parent Council meet, on average, once a month. Dates are published in termly newsletters or on the Parent Council Facebook page.



### In St Marnock's Primary the Parent Council:

- Will have a minimum membership of four parents/carers of children attending the school. The maximum membership is twelve
- In the event of the number of volunteers exceeding the number of places set out in the constitution there will be a ballot of the Parent Forum
- Has a membership period of two years
- May co-opt up to four members
- Will meet at least once a term as a Council

### Parent Council Members 2018-2019

Chair Person:	<i>Ms Mains</i>
Clerk:	<i>Ms Thomson</i>
Treasurer:	<i>Ms Farrell</i>
Vice Chair:	<i>Ms Hamilton</i>

The Headteacher has a right and a duty to attend the Parent Council meetings but does not have the right to vote.

Should you wish to contact the Parent Council please do so through the Chair Person, Parent Council Facebook Page or Headteacher.

### Parental Involvement: Gathering Your Views

#### Your views matter



In the best schools, staff, children, parents and carers work together, to create the best possible learning environment. One of our key values at St Marnock's School is collegiality, working together. Everyone's opinion is valued and we are keen to continue improving our school.

Throughout the year we will seek your views, e.g. at Parents' Evening you will be asked to complete a brief questionnaire about your experience at the meeting. We gather your views because it is important to us that we ensure our school provides the highest quality service to you and your children. Other opportunities to evaluate and feedback on school performance are offered throughout the session for example via the pre-entrant programme, report card feedback, homework evaluations, etc.

Results and changes in policy will always be communicated to you through school leaflets and newsletters. These are discussed at Staff and Parent Council meetings prior to publication.

The Parent Council at St Marnock's Primary School is very committed to expressing the views of parents and carers of the school. Contact is through the Chairperson or any other member.

You can arrange to meet with a member of the Senior Leadership Team at any point throughout the year and we will endeavour to arrange a time which suits you and your family. We are always keen to hear your feedback or comments so please email or telephone us at any point.

## **Parental Involvement: Home and School Partnerships**

At St Marnock's Primary School we strive to work in partnership with parents and carers. We recognise the value of partnership working and seek ways to fully involve you in the education of your child. We also recognise that you will have many other commitments in your lives and so we work hard to provide a range of opportunities from which you can select the most appropriate ways to be involved in your child's education.

### **Homework**

The Homework Grid will give you clear guidance on the homework tasks they are to undertake. Please sign their jotters and feel free to add comments that are encouraging for the children to read. Anything confidential, travelling with our child, should be sent in a sealed envelope.

### **Homework Folders**

Your child will have a homework folder which contains some reference materials such as a multiplication tables card or number bonds card. They will also have word cards to aid the learning of common words and some reading tasks that the teacher may direct them to complete through the children's homework diaries. If you have any other suggestions as to what you would like to see going home please let us know.

### **Termly Information**

At the start of each term you will receive a Parent Plan leaflet about the learning your child will be undertaking in the coming term. This leaflet has information about the core curricular areas as well as interesting information about Curriculum for Excellence. These leaflets are set out via schoolbag post and we aim to also have available on the school website.

### **Parent Helpers**

If you would like to help with school outings, discos and other events please get in touch. We have a list of parents and carers who are available to help so please contact the main office if you would like your name to be added. If you have Protection of Vulnerable Groups (PVG) certificate and would like to volunteer regular weekly times to help in the school please contact the Headteacher.

### **Information Evenings and Training Events**

Throughout the year we hold training events and information evenings. Over the last few years we have held events on Internet Safety, Soft Furnishings, Literacy and Numeracy Workshops, Sexual Health and Relationships Education and Cookery Classes as well as Pre-Entrant Sessions. We decide which events are most useful for parents and carers by looking at the feedback you provide. If there is an event you would like to have scheduled please contact the Headteacher.

### **Assemblies and Open Days**

Each year your child's class will present a Class Assembly and a Religious themed Celebration to the whole school to which parents are invited in order to share their learning with you and their peers. You will find out about these events through Termly Information, the website, Twitter or via your child's schoolbag post!

### **Sharing your skills and expertise**

We are always keen to hear from parents and carers who would like to share their skills and expertise. If you have an idea for a club or feel your life experience could be of interest to our children please do not hesitate to get in touch. Musicians, artists, specialisms are always most welcome!





## Parental Involvement: Homework



Homework is valuable for many reasons, including:




- *It allows pupils to develop the practice of working independently*
- *It can involve parents and others in the work of the school to their mutual benefit*
- *It can allow valuable practice of skills learned in the classroom*
- *It provides a daily link between home and school*

In P1-P7 homework is distributed according to how the class teacher structures the children's learning. You will find out about this at our 'Meet the Teacher' event at the start of the school year.

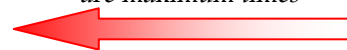
Tasks set will be in line with the ability of the child. Homework will not be set for school holidays or weekends, nor will it be set if a pupil is taken out of school during term time for a holiday.

Homework missed due to absence will not normally require completion.

Time taken for homework:

-  *In P.1-3 homework should not exceed 20 minutes per night*
-  *In P.4-5 homework should not exceed 30 minutes per night*
-  *In P.6-7 homework should not exceed 40 minutes per night*

*It should be noted that these are maximum times*



## How can parent/carer help with homework?

- *Help your child organise his/her time to the best advantage so that homework is not left to the last minute or even forgotten.*
- *Try to ensure there are suitable working conditions at home e.g. away from the television.*
- *Check and sign completed homework.*
- *Let us know of any problems you cannot resolve.*
- *If your child is unsure of what to do please let us know.*





## Chapter 3: School Ethos

There are 4 sections within this chapter:

- *Our Vision, Values and Aims*
- *Promoting Positive Behaviour*
- *GIRFEC*
- *Our Partnerships*

### School Ethos: Our vision, Values and Aims

#### Our vision for St Marnock's Primary

**“Together, we are inspired to do our best!”**

Within the community of St Marnock's Primary we will be engaged in the pursuit of excellent attainment and achievement for all children. At the heart of our shared vision will be the provision of the highest quality of teaching and learning, the promotion of health and wellbeing and the care and welfare of all learners. The purposes of education; to develop the capacity to become successful learners, responsible citizens, effective contributors and confident individuals underpin this vision. This provision and development will take place within an inclusive, nurturing, Catholic ethos where positive attitudes to diversity will continue to thrive. The fulfilment of our vision will be facilitated and enhanced by partnerships with parents, carers, the clergy of St Conval's Church, local and wider communities and other agencies.

#### Our values

These constitute our school's moral purpose and that which really matter to us as a community of learners. During session 2016-17 we will review our values, currently these are:

- Learning
- Respect
- Honesty
- Friendship
- Being Positive



#### Our aims :

### School Ethos: Getting it right for every child (GIRFEC) A national guideline

We aim to achieve the national standard of Getting it Right for Every Child. We want children who attend St Marnock's Primary School to be Safe, Healthy, Achieving, Nurtured, Active, Respected, Responsible and Included (SHANARRI). We regularly consult and reflect on these wellbeing indicators to help us evaluate the progress children in St Marnock's are making and to identify areas where more support may be necessary.

Together with our aspiration, to develop Confident Individuals, Successful Learners, Responsible Citizens and Effective Contributors, the SHANARRI wellbeing indicators guide us to ensure we are Getting it Right for Every Child.

## School Ethos: Promoting Positive Behaviour

At St Marnock's Primary we operate a restorative, nurturing approach towards promoting positive behaviour. Our system is based on upholding our school values, positive and respectful relationships, encouragement and rewards, as well as sanctions for those who digress from positive actions. We operate a wide variety of promoting positive behaviour strategies which can be viewed in the Behaviour Policy. These have also been shared in newsletters.

### Sticker Cards

Every child in the school has a sticker card. There is regular, weekly sticker time from the HT and DHT for upholding the school values and demonstrating the four capacities of Curriculum for Excellence: being responsible citizens, successful learners, confident individuals and effective contributors. Praise and encouragement are used at all times and positive attitudes to school life are promoted in class, during assemblies and in the daily life of the school.

Children receive coloured badges to recognise when they have achieved a given number of stickers:

➤ 25- yellow

➤ 50- red

➤ 75- blue

➤ 100- green



### Special Commendations

Each week teachers choose a Star of the Week who receives a certificate at assembly. On a monthly basis teachers choose a Star Writer and support staff nominate children who have shown excellence in the playground to attend

The Headteacher/Depute Headteacher's Tea Party.



### Supporting Behaviour

Children follow class values and rules, which they develop with their teacher. They are straightforward, reasonable and practical. When children are disrespectful, break rules or endanger health and safety they will be guided and supported to help them understand there are consequences to such behaviours. Further details can be viewed in our school Behaviour Policy.

On a Friday between 2.20pm and 2.50pm teaching staff plan a relaxed and enjoyable activity time where the children can listen to music, play games and chat. This is a positive experience and children value this informal time with their friends and teacher.

Those who have lost some 'Golden Time' discuss with the Headteacher, Depute Headteacher or Principal Teacher to explain why they have lost their time. They have time to reflect on their conduct and choices before returning to class to apologise to their teacher. Parents will be contacted should their child lose 'Golden Time' frequently.

## School Ethos: Our Partnerships

At St Marnock's Primary School we seek to build relationships actively with a wide range of partners to enrich our children's educational experience. We have some 30 fruitful partnerships. Here are some of our partners.

### St Conval's RC Church

We work closely with Fr Kane at St Conval's Parish Church to guide the children in their faith and spiritual development.



### Pollok Community Centre

We enjoy a partnership with our local Community Centre which offers benefits to our young people and teachers via use of the excellent facilities to support teaching, learning and after school clubs.

### Glasgow Life

Our Active Schools Coordinator works with us to promote physical activity in young people. They provide coaching, support the Playground Pals initiative and help us ensure all children get a wide variety of after school clubs.



## Chapter 4: Our Pupils' Voices

There are 3 sections within this chapter:

- *Welcome to Our School from the Chair of the Pupil Council*
- *Our School Uniform*
- *Pupil Committees*

## Pupils' Voice: Welcome from Chair of the Pupil Council

Dear Parent/Carer:

As Chair of the Pupil Council, I would like to welcome you to St Marnock's Primary School.

The staff are friendly and helpful and the children are kind and respectful. Almost all children wear their full uniform every day and take good care of all our resources.

Our playground includes benches where people can sit and watch or rest. We have a large football pitch which is going to be totally refurbished this year. There are always adults in the playground if you need help. Sometimes we have other adults in the playground such as 'Jeely Piece' to teach us games. We have children working to support children doing jobs such as 'Play Champs'.

At our breakfast club you can do activities or play games when you have finished eating. All of the dinner hall staff are very friendly. At lunchtime we follow the Fuel Zone menu which you can view online. It offers a three course lunch every day with a choice of hot and cold meals.

We have an ICT suite where we use computers and Kindles to help make learning more exciting.

We are very lucky to get regular visitors to the school to perform live theatre for the entire school and we get to go out on visits to places like Blair Drummond Safari Park, Science Centre, Library, Silverburn, Pollok Park and St Conval's Church.

I hope your child enjoys St Marnock's Primary school as much as I have over the last seven years!

Yours sincerely,

Jessica Colwill  
Chair of the Pupil Council

## Pupils' Voice: Our School Uniform



The full uniform and the PE kit are along with cardigans, jackets etc are all available from: <https://www.logoxpres-schoolwear.co.uk/St-Marnocks-PS/>

## Pupil Voice: Pupil Committees

Pupil Council	Eco Committee	Rota Kids
Dining Hall Committee	Coding Club	Schools Nutrition Action Group (SNAG)
Choir	Digital Leaders	Bikeability Club
Guitar Club	Badminton Club	Numeracy Leaders
Football Club	Dance Club	Rugby
Weekly Mile Club	Mini Kickers	Basketball
Fitness	Games	Sports Captains
STEM Club	SUMDOG Club	Maths Club
Library Committee	FairTrade Committee	

## Chapter 5: The Curriculum

There are 6 sections within this chapter:

- *Curriculum for Excellence*
- *Core Subjects: Numeracy and Mathematics*
- *Religious and Moral Education*
- *Assessment*
- *Literacy and English*
- *Core Subjects: Health and Wellbeing*
- *Other Curricular Areas*
- *Reporting to Parents and Carers*

### The Curriculum: Curriculum for Excellence

#### **Bringing learning to life and life to learning**

Curriculum for Excellence has been introduced across Scotland for all 3-18 year olds, wherever they learn. It aims to raise standards, prepare our children for **a future** they do not yet know and equip them for jobs of tomorrow, in a fast changing world.

Teachers and practitioners will share information to plan a child's "*learning journey*" from 3-18, helping his/her progression from nursery to primary, primary to secondary and beyond, ensuring the change is smooth. They will ensure children continue to work at a manageable pace and with challenge on which they can thrive.

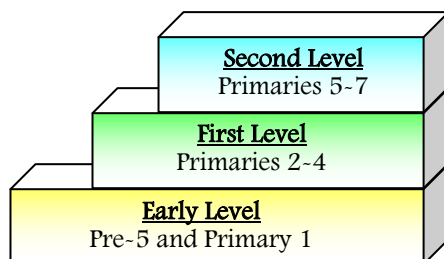
Curriculum for Excellence balances the importance of knowledge and skills. Every child is entitled to a broad, general education, whatever his/her level and ability. Every teacher and practitioner will be responsible for literacy and numeracy; the language and numbers skills that unlock other subjects and are vital to everyday life.

Curriculum for Excellence develops skills for learning, life and work to help young people go on to further study, secure work and navigate life. It brings real life into the classroom, making learning relevant and helps young people apply lessons to their life beyond the classroom. It links knowledge in one subject area to another helping children understand the world and make connections. It develops skills so that children can think for themselves, make sound judgements, challenge, enquire and find solutions.

Within Curriculum for Excellence there are 8 curricular areas:

-  **Literacy and English**
-  **Numeracy and Mathematics**
-  **Health and Wellbeing**
-  **Social Studies**
-  **Sciences**
-  **Technologies**
-  **Expressive Arts**
-  **Religious and Moral Education**

You can also visit [www.educationscotland.gov.uk/parentzone](http://www.educationscotland.gov.uk/parentzone) for more information.



## Literacy and English

### READING:

Reading is a critical tool for lifelong learning and our main aims are to encourage and teach children to read fluently and to develop a love for books.

We use Connectors, Treetops, Comprehension Boxes and Unit Studies as our main reading resources. In addition Moon Dogs and Rapid Readers are used to supplement the key resources to provide support and challenge. Teaching staff also use a variety of other texts to ensure reading mileage. This includes novel studies, newspapers, leaflets, catalogues, websites and blogs.

### PHONICS AND SPELLING

The earliest stages of reading focus on learning the letter sounds and names. The children learn to word build and blend sounds. We use 'Jolly Phonics' and 'Jolly Grammar' resources to support children in this area of learning.

By the end of P.3 we would expect pupils to be able to read, write and accurately spell the first 100 most common words in the English language. A spelling programme continues throughout the upper stages of the school using Jolly Grammar and Nelson Spelling.

Staff use active spelling approaches and make use of the common words lists to support children in transferring their skills in spelling to their writing. Lists of common words are available in your child's homework folder.

### WRITING:

Writing skills include handwriting and creative writing.

In handwriting we use the Nelson scheme.

In creative writing there are two areas: fiction and non-fiction. This table shows some types of writing in each area:

<i><b>Non-Fiction</b></i>	<i><b>Fiction</b></i>
Persuasive Report Procedural Explanation Discursive	Imaginative Personal Poetry Play scripts

We use the BIG Writing methodology to support the children's skills.



### TALKING AND LISTENING:

We encourage children to express themselves confidently using the spoken word by creating opportunities in drama, discussion, storytelling, games, poetry, speech making, debates and listening skills. We use a variety of resources and real life contexts to support development in talking and listening skills.

### MODERN LANGUAGES IN THE PRIMARY SCHOOL:

In St Marnock's Primary we teach French as a foreign language. We aim to offer French lessons to our children from P5-7, full staffing levels permitting. In addition we aim to host a modern languages themed week for additional languages such as Spanish or Italian.



### The Curriculum: Mathematics and Numeracy

We follow national guidance in Mathematics and Numeracy. From P1-7 we use Glasgow Counts framework to support the children's learning. It is based on development through activity and is specifically written to support the Curriculum for Excellence. Dr Webster is the Glasgow Improvement Challenge Leader of Learning for raising attainment in Numeracy, in conjunction with colleagues.

Basic skills are practised and stressed. We also, allow ample opportunity for children to develop mathematical concepts of shape, measure, time etc. This is done in a practical and meaningful way and can be linked to other areas of the curriculum. Children are shown how to collect, organise, display and interpret information from graphs and databases and even from the earliest stages in the school.

Children are taught how to use a calculator properly and computers, maths games and equipment such as the "Bee Bots" are all given their place in the mathematics timetable. Problem solving begins permeates all aspects of the numeracy and mathematics curriculum. It is through problem solving that children can apply their skills.

In a daily Numeracy and Mathematics lesson children will be involved in:

- *Oral mental games*
- *Written mental numeracy and mathematics questions*
- *Key teaching session with opportunities for challenge and additional support*
- *Plenary sessions to recap and reinforce key teaching points*
- *Whole class teaching*
- *Group work*
- *One to one support*
- *Differentiated programmes of work*

Linking learning in numeracy and mathematics to life is essential to demonstrate the purpose of mathematical learning. This is emphasised in all lessons: children will be encouraged to make links in their learning and relate their learning to real life situations.









Sumdog is available to all children from P2 – 7.

We are regularly successful in competitions during Math Week Scotland.









## The Curriculum: 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 challenge and enjoyment*
-  *experience positive aspects of healthy living and activity for themselves*
-  *apply their mental, emotional, social and physical skills to pursue a healthy lifestyle*
-  *make a successful move to the next stage of education or work*
-  *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 Scottish children*

The areas of study within this aspect of the curriculum are:

-  *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*

Throughout the week children will have three sessions of health and wellbeing education including 2 hours of quality P.E. They will have a weekly class PATHS lesson to discuss and explore important issues as well as discrete teaching of the key elements.

### God's Loving Plan

'God's Loving Plan' is the programme delivered in Catholic schools to help children develop healthy and respectful attitudes to their bodies including sexual health, and also relationships with families and friends. 'God's Loving Plan' connects the R.E.R.C. curriculum and the Health and Wellbeing Curriculum. Primary 6 and 7 parents are offered an information session prior to the teaching at these stages. You will be able to hear about the programme, and view the lessons and resources used to teach your child.



## The Curriculum: Religious and Moral Education (RERC)

Catholic schools are encouraged to show excellence in their work in ways which demonstrate a distinctive Gospel understanding of “excellence”. This is based on a Christian anthropology which regards each person as being uniquely gifted with talents and capacities which should be developed to their full potential. Success is not measured merely in terms of academic attainment but in signs of personal development and actions which show a commitment to upholding the Gospel values and meeting the needs of others. The Religious Education programme used in all Scottish Catholic schools is called ‘This is Our Faith’. Teachers plan using eight strands of faith;

- *Mystery of God*
- *In the image of God*
- *Revealed truth of God*
- *Son of God*
- *Signs of God*
- *Word of God*
- *Hours of God*
- *Reign of God*



## Sacraments of Initiation

In accordance with Diocesan Guidance, pupils who are presented for the Sacraments by their parents or carers are prepared at the following stages:

- Reconciliation ~ P.3
- Eucharist ~ P.4
- Confirmation ~ P.7

Teacher guidelines to supplement ‘This is Our Faith’ are used by staff.



## A Charter for Catholic Schools

The Charter for Catholic Schools has been developed to define the key characteristics of excellence which should be found in every Catholic school in Scotland. Each of these is more fully developed in the resource ‘Shining the Light of Christ in the Catholic School’.

We work together with Fr. Kane, Parish Priest of St Conval’s, to guide the children on their faith journey and, where applicable, their sacramental preparation and celebrations. Fr. Kane’s contact details are as follows:

*St Conval’s Roman Catholic Church,  
21 Hapland Rd,  
Glasgow G53 5NT  
Phone: 0141 882 5265*

Whole school, class and stage assemblies play an important part in bringing all of our children together and provide an opportunity for the children to share faith learning with the wider community.

## The Curriculum: Other Curricular Areas

- Science
- Technologies
- Social subjects
- Expressive arts



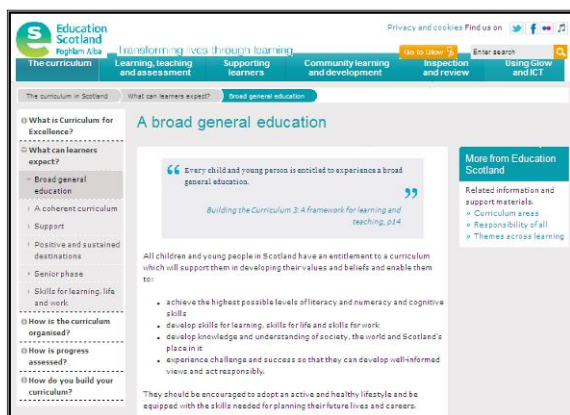
As children engage in their topics, visits are made to places of interest. Libraries, local health centre, police station, fire station, local parks, museums and galleries are all important locations. We have regular outings for House Winners and the whole school Summer outing can take us to places such as Culzean Country Castle Park in Ayrshire.

We also have Smart Boards in use in every class as well as operating a full ICT Suite for class lessons. Portable devices such as digital cameras are also in use.

The school operates with the help and support of parent helpers two of whom facilitate the school lending libraries for P1-3 and P4-7.

We have a variety of visitors to St Marnock's Primary throughout the session to enhance the children's learning experiences. These can include music specialists, science week specialists, World Book Day guests, Sports Coaching teachers, Dance Teachers, Hopscotch Theatre and Quarriers Support.

More information about the provision of a Broad General Education can be found at:  
<http://www.educationscotland.gov.uk/thecurriculum/whatcanlearnersexpect/broadeducation.asp>



**Successful Learners**

**Responsible Citizens**

**Confident Individuals**

**Effective Contributors**

## The Curriculum: Assessment

Assessment is a way of collecting information allowing teachers, pupils and staff to measure pupil progress.

Assessment in St Marnock's Primary is integrated into the planning process and in daily teaching and learning. It is of a holistic nature and in summarises success and progress. It provides useful feedback. Assessment measures the success of learning, teaching and pupil achievement and informs the next steps for learning. It is continuous throughout the year and is important in ensuring that each child receives the education suited to his/her own individual needs. The teachers assess through observation of normal daily work and regular group and individual tasks and activities. At key points (P1, P4 and P7), in line with Scottish Government directives, children receive summative standardised assessments.

We aim to use assessment in many ways:

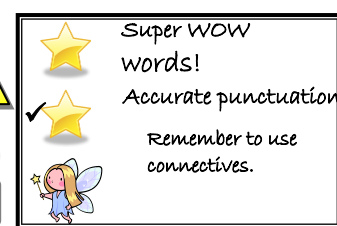
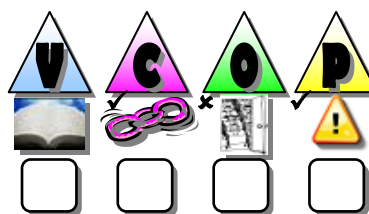
- To recognise success, achievement and attainment
- To support learning
- To provide feedback to pupils and parents
- To encourage high expectations of all pupils
- To provide information to measure attainment throughout the school
- To provide evidence to inform the next steps in learning
- To inform reporting

If we feel a child has a particular difficulty, or capability, we may use an objective or diagnostic test to help us plan a suitable programme of work. The progress of each child will be carefully tracked.



Teaching is formative and teachers use day to day observations and assessment to help plan next steps.

We use PM Benchmarking and NGRT to assess skills in reading and comprehension. New maths assessments are used to assess progress in numeracy as well as identify next steps.



Assessment is on-going throughout the year in all areas of the curriculum. Every pupil is actively involved in his/her learning and assessment and will self-assess work on a regular basis and discuss this with the class teacher. Children will also take part in peer assessments where they offer feedback to others. Our children can readily talk about what they have achieved, what they are good at and what they are working towards.

Should you be concerned about your child's progress please do not hesitate to contact the school at any point throughout the year.

The level your child is working at will be reported to you in his/her school report by the teacher. Your child should be aware of the level they are working at and his/her next steps in learning.

## The Curriculum: Reporting to Parents and Carers

You can make an appointment to view your child's work, meet the teacher or meet the Head teacher and Depute Headteacher at any point throughout the year. There are also several formal opportunities planned when you may speak to your child's teacher:

- |             |  |
|-------------|--|
| • September | Meet the teacher/ wellbeing assessment plans discussed |
| • October   | Interview by appointment                               |
| • January   | Well-being assessment plans discussed                  |
| • March     | Interview by appointment                               |
| • June      | Annual Progress Report                                 |



Following the March Parents' Evening you will receive your child's Annual Progress Report. These are published in June and give a full picture of your child's strengths and next steps in learning.

## Chapter 6: Support for Pupils

There are 3 sections within this chapter:

- *Additional Support Needs*
- *Child Protection Procedures*

### Support for Pupils: Additional Support Needs

Glasgow City Council has a duty, as outlined in the Standards in Scotland's Schools 2000 Act, to ensure that your child achieves his/her potential. Glasgow's Education Services is committed to the inclusion of all children and young people with additional support needs, where possible, within mainstream schools. This is in accordance with the statutory requirement in the 2000 Act. It is also part of Glasgow's policy to maintain a range of special educational establishments. This recognises the key role to be played by specialist provisions in addressing severe, low incidence disabilities. The authority recognises that there are a wide range of factors which may act as a barrier to a child's learning. We are committed to working closely with parents and carers to ensure that they are fully involved in overcoming barriers to learning.

Additional support needs may be linked to a learning difficulty or disability but could also apply to a child suffering bereavement who requires pastoral support, a more able child/young person or those with a particular talent which needs to be fully developed. The policy requires all educational establishments to provide an environment where children and young people with additional support needs are actively encouraged to be effective learners and benefit from their school education.

Any parent/carer seeking further advice regarding this policy should contact the Headteacher in the first instance. If a parent/carer is unhappy with the support their child is getting they must first discuss this with the school in order to seek a resolution.

### Additional Support Needs @ St Marnock's Primary

Mrs McCreery, DHT, has responsibility for coordinating Additional Support Needs provision. As a school we seek to get to know your child's strengths in learning as soon as they arrive. If they are a new entrant we meet your child prior to them starting school at the two pre-entrant afternoons. This gives us the opportunity to meet the children, get to know their personalities and assess their strengths.

Children learn at different paces throughout their school careers and sometimes a small amount of additional support is all that is required to help them master a new concept. Teaching staff are very skilled in supporting children's learning in the classroom. Sometimes it may be possible that there is another teacher available to work with a small



group within the class to support them on aspects of learning. At other times a Support for learning Worker will be made available to help them with his/her concentration or help them practise multiplication tables, reading or spelling.

Children need to be given appropriate time to learn basic skills and so we monitor their progress very carefully throughout their primary education. When a child has had a degree of additional support and is still overly challenged with the learning and experience little or no success, we look to our partners for advice and guidance.

In the first instance we will contact you to discuss our concerns. Very often parents and carers will have had similar concerns. You can contact us first if you are worried about your child's progress. When we have shared our concerns we will conduct some further assessments based around those concerns. These may include:

<i>Boxall Assessment</i>	<i>Learning conversations</i>	<i>Glasgow Motivational Profile</i>	<i>GIRFEC Assessment</i>
<i>Basic skills assessments and checklists</i>	<i>Literacy and numeracy diagnostic assessments</i>	<i>Classroom/playground observations</i>	<i>My World Triangle Assessment</i>

We will then decide together the best course of action. This can include referral to:

- *The Education Psychologist*
- *Speech and Language Therapy*
- *Child and Adolescent Mental Health Services*
- *The School Nurse*
- *Occupational Therapy*

At all times in the process you and your family will be fully supported by school staff coordinated by Mrs McCreery. We work in partnership to support your child's learning.

You will receive information about meetings and the outcomes of these meetings as well as clear guidance on how to help your child at home and the types of support your child will receive in school. Your child will be given a level within 'Staged Intervention'. This will make clear the level and type of support they will require.

The following process outlines the recommended steps in identifying and assessing pupils with additional support needs. The steps detailed below summarise how the process is implemented in St Marnock's Primary.

#### Stage 1: Identification of Difficulties

The Class Teacher will assess the pupil's learning through classroom assessment practice. The teacher will, over a period of time, employ various teaching and learning strategies to overcome any difficulties highlighted by the assessment procedure and track progress.

At this stage, advice/support can be sought for assessment and differentiated learning purposes from the ASN Co-ordinator.

#### Stage 2: Internal Request for Support to ASN Co-ordinator and Support Planning

The Class Teacher will consult with the ASN Co-ordinator if the child's difficulties persist. Using professional judgement, the Class Teacher will complete an Internal Request for Support Form if support is required from staff within school. Following discussion with the ASN Co-ordinator, a decision will be made regarding how such internal support will be

implemented. Parents and carers will be consulted throughout this process either through parents meetings with the Class Teacher or meetings with the ASN Co-ordinator.

The ASN Co-ordinator will liaise with the Class Teacher to monitor the pupil's progress. Support plans will be reviewed on a termly basis. In line with Glasgow City Council policy, all children with stage 2 intervention should have a Wellbeing Assessment carried out to track progress and wellbeing needs.

### Stage 3: External Request for Support Out With School

The Class Teacher or ASN Co-ordinator should complete the External Request for Support Form. Where it is decided that further assistance is required, the parents' permission is always sought before referring the child to an outside agency e.g. Educational Psychologist. Many external requests for support will involve a referral to a Staged Intervention and Inclusion Meeting (SIIM) which consists of professionals from within education or a Joint Support Team meeting (JST) which is a multi-agency approach.

Parents will be fully consulted in the process and kept informed with the outcomes of any SIIM or JST meetings.

Appropriate support plans will be drawn up in light of assessments, recommendations and planned programmes from outside agencies following the staged intervention model. If input is given from agencies within education such as Educational Psychologist this is Stage 3. If support is given from agencies out with education then this is Stage 4.

On referral to the Educational Psychologist and/or other agencies, the pupil will be assessed and recommendations made in writing with, where appropriate, advice on the curriculum content, and learning and teaching strategies.

A Wellbeing Assessment is carried out and a Plan is created outlining the step(s) to be taken to enable the child to achieve specific targets. These targets should be SMART; Specific, Measurable, Achievable, Relevant, Timely, which allow the child to make progress and help them to access the curriculum. Where appropriate, the child or young person will be consulted on such targets and their views sought.

Regular review meetings will take place and involved agencies will be invited to attend such review meetings.

### Stage 4: Co-ordinated Support Plans

The intervention of sustained multi-agency support, where the support is projected to last over 12 months, may meet the criteria for consideration being given to opening a Co-ordinated Support Plan (CSP). A CSP supports co-ordination of support from all agencies involved, ensuring a joined up approach to Getting It Right For Every Child. Procedures for this situation are outlined in Glasgow City Council's Every Child is Included Policy.

**getting  
it right**  
for every child





The wellbeing of children and young people is at the heart of *Getting it right for every child*. This national approach employs eight areas of wellbeing in which children and young people need to progress in order to do well, both now and in the future. These eight areas are set in the context of the 'four capacities', which are at the heart of the Curriculum for Excellence.

A Wellbeing and Assessment Plan may be written to support your child. This is a plan that focuses learning development on the specific needs of your child. In consultation with you, your child and class teacher, long term targets are drawn up to give a focus for learning for the academic year. These are broken down into steps which last a term, on average. Everyone has a role to play in supporting the child's learning including the child and everyone will take responsibility for a different part of the plan.



Every child in school has a key adult who has the overall picture of the child's progress. In almost all cases this will be the **class teacher**.



**Mrs McCreery DHT** has overall responsibility for coordinating Additional Support Needs within St Marnock's Primary School.



**Mrs McDonald HT** has overall strategic responsibility for Additional Support Needs within St Marnock's Primary School.

### Support for Pupils: Child Protection Procedures

Glasgow City Council has clear guidelines and procedures for child welfare and protection. There follows a summary of Management Circular 57 (August 2006) which outlines the referral procedures.

#### **FOR ALL STAFF**

If you have a concern about a child's welfare or direct evidence or suspicion of a child being at risk then the only way you can protect the child or children is to report the matter. Whether you are a permanent member of staff, a supply teacher or a visiting specialist you should intimate your concerns to the Head of Establishment or, in her absence, a senior member of staff.

#### **STEP 1**

Alert the Head of Establishment or senior manager immediately to your concerns. Confirm your report by completing Appendix 3 as soon as possible and at the latest within 24 hours and forward it to the Head of Establishment.

#### **STEP 2**

Follow the guidance of the Head of Establishment or senior manager in supporting the child and cooperating with subsequent actions by Social work and Police.

In exceptional cases, where a member of staff feels that concerns about a child are not being taken seriously or followed through appropriately or with sufficient speed by the Head of Establishment, it is perfectly legitimate for a member of staff to refer the matter to the designated Child Protection Officer within Education Services or direct to Social Work Services, the Police, or the Scottish Children's Reporter Administration.

## Chapter 7: School Improvement

There are 2 sections within this chapter:

- *Key Documents*
- *Our Improvement Priorities for 2018 -2019*

### School Improvements: Key Documents

There are several documents which take a close look at our school's achievements, standards and plans for improvement. This part of the handbook provides a brief summary. The key documents are:

<b><u>The Education Perspective Report (EPR) 2017-2018</u></b>	<b><u>The School Improvement Plan 2018-2019</u></b>	<b><u>The Standards and Quality Report 2017-2018</u></b>
This report highlights the school's self-evaluation to inform the S&Q Report and plans for improvement.	This document spells out our plans for improvement and development work over the next year.	This report highlights the achievements and academic standards within the school over the last academic session.

Should you wish to find out more you can access these documents:

- *Paper copies are available from the main office*
- *School website*

### School Improvements: Our Improvement Priorities for 2018-2019



#### Science, Technology, Engineering and Mathematics (STEM):

In order to develop the provision of STEM in St Marnock's we will review and advance our planning in this curricular area. We will audit the current, whole school Science programmes and framework in order to identify any gap or needs. We will devise a plan of action to close gaps. We will establish links between Science and Math across all stages, including potential partnerships. We will seek funding to establish relevant and meaningful contexts for our Maths/Science curriculum, eg. shop, bank, laboratory, measure in open areas, Eco, etc. We will develop our moderation of Maths and Science and up skill staff in Maths and Science and develop a new STEM policy statement.

#### Literacy:

To support our provision of Literacy we will establish class reading records, update writing folders for all stages, compile a whole school language resources overview and support the work of the Pupil Equity Funding (PEF) Challenge Leader of Learning (CLOL) by targeting groups for reading and writing support, upskilling of staff in Reading and Writing, further developing the Active Learning Room and further develop parental engagement in Literacy. We will audit resources, practices and develop Spelling strategies across the school and update our Literacy policies for Reading and Writing.



#### Health and Wellbeing (HWB):

We will evaluate and build our capacity to work with families through quality workshops, presentations and skills development as well as increasing our parental links to support arithmetical learning and reading for enjoyment.



## Chapter 8: School Policies and Practical Information

There are 17 sections within this chapter:

- Medical and First Aid
- School Meals
- Anti-bullying
- Transport
- Emergency Situations
- The Equalities Act
- Freedom of Information
- Useful Addresses
- Glossary of Terms
- Attendance and Late-coming
- School Uniform
- Clubs and Trips
- Classification and Composite Classes
- Playground Supervision
- Data Protection
- Comments and Complaints
- Useful Websites



### School Policies and Practical Information: Medical and First Aid

Routine medical examinations are carried out at various intervals, usually in Primary 1 and 7. Parents who are requested to be present are given notification of when the examination is to take place. Dental inspections are carried out annually and treatment, where necessary, is communicated.

Our own First Aiders are always on hand for minor ailments and first aid. Mrs Christine Shearin, Support for Learning Worker, is our trained first aider.

#### If your child has a medical need

It is particularly important that the school be informed of any child who may have particular medical requirements.

Pupils who require long term medication such as an asthma inhaler or anti-histamine medication are able to keep this medication in school. A parent/carer must visit the main office and complete an 'Administration of Medicines' form giving permission for medication to be stored and administered in school.

NB: Only prescribed medications will be administered after the first dose has been given at home.

#### Anaphylaxis

If your child suffers from allergies or severe allergies please alert the school immediately. We will always inform you if your child requires his/her medication.

#### Bumps, bruises and falls

These will be dealt with promptly and professionally by our first aiders. We will only contact you if we feel your child may require further care. Otherwise we will give them an 'I've had a bump'/'Oops' letter to put in his/her schoolbag.

#### Feeling unwell

If your child is unwell and we feel that they are unfit to continue with a day at school we will contact you to make arrangements for them to be collected.



**It is ESSENTIAL to ensure you keep your child's record up-to-date with new telephone numbers and a list of emergency contacts. Please note that the school's telephone number will not show up on caller-ID. It will appear as 'Blocked' or 'Withheld'.**

## School Policies and Practical Information: Attendance and Late-coming

Section 30 of the 1980 Education Act lays a duty on every parent of a child of 'school age' to ensure that children attend school regularly. Attendance must be recorded twice a day, morning and afternoon. Regulation 7, of The Education (School and Placing Information) (Scotland) Amendment, etc. Regulations 1993 requires each child's absence from school to be recorded in the school register as authorised: i.e. approved by the authority, or unauthorised: i.e. unexplained by the parent or excluded from school.

Parents and carers should inform the absence hotline by phone, if the child is likely to be absent for some time and to give the child a note on his or her return to school confirming the reason for absence.

*Parents/ guardians **do not** have the automatic right to take a child out of school without permission during term time. The Head of Establishment can only authorise time off during term time in **exceptional circumstances**.*

**Extenuating circumstances include:**

- short term parental placement abroad
- family returning to its country of origin for family reasons
- the period immediately after an illness or accident
- a period of serious or critical illness of a close relative
- a domestic crisis, which causes serious disruption to the family home, causing temporary relocation

**Time off during term time for the following reasons is not acceptable and will be recorded as unauthorised absence:**

- availability of cheap holidays or desired accommodation
- holidays, which overlap the beginning or end of term

***Clearly with no explanation from the parent, the absence is unauthorised.***



It should be pointed out that the Education Liaison Officer will investigate unexplained absence and the authority has the power to write to, interview or prosecute parents / carers, or to refer pupils to the Reporter of the Children's Panel if necessary.

If your child has an appointment during school hours – e.g. doctor/dentist, he/she **MUST** be collected by a parent or carer. This, of course, is in the interests of safety.

*If your child is going to be absent from school, please contact the absence hotline on 0141 287 0039 between 8.30am and 9am and give a reason the absence.*

The Headteacher monitors attendance termly and will notify parents/carers if a child's attendance falls below 90%.

### Late-coming



If your child arrives after 9.00am they will be required to enter through the main door. Late-coming will be monitored by the Headteacher and should a child be late on more than five occasions in a term the parent/carers will be notified of any concerns.

## School Policies and Practical Information: School Meals



### Primary Fuel Zone

All services available in the Fuel Zone are developed in line with The Schools (Health Promotion and Nutrition) (Scotland) Act 2007 which aims to help children eat healthily during the school day and beyond.

Cordia supports Education Services to meet the requirements of the Act by providing healthy food and drink in schools to encourage Glasgow's children to make the right choice in order to maintain a healthy lifestyle.

### Breakfast Service

Glasgow's Big Breakfast is available in all Glasgow primary schools every week day morning. Children can enjoy a nutritional breakfast of fruit juice, cereal and milk, toast and fresh fruit prior to the start of the school day. Children have the opportunity to socialise with their friends in a supervised and safe environment. This opens at 8.00am and costs £2.00 per day. Children who attend the Breakfast Club exit at 8.45am to go into the playground.

### Lunch

Fuel Zone focuses on serving healthy food in a bright and informal environment where children can enjoy lunch. The menu in the Fuel Zone rotates on a fortnightly basis giving children more variety at lunchtime.

Three meal choices are available daily: main meal, vegetarian or snack meal. Children can select from soup and bread, fruit and vegetables, yoghurt or jelly and milk or water to accompany their meal. A halal menu is also available if required. Please speak to the catering manager for further information. Lunch costs £1.90 per day, although it is free for all P1-4 children and those entitled to a free school meal in P5-7.

### Special Diets

If your child has a special medical diet requirement please seek a confirmation/advice letter from your dietician. Please then contact the catering manager who will deal with your request.

### Refresh

Lack of water can cause dehydration, better hydration means better performance in school and water is an excellent alternative to sugary drinks, which can cause tooth decay. **flavoured drinks** are not permitted during class time. The Refresh initiative allows access to fresh, chilled drinking water in schools to encourage children to drink more water. All Glasgow schools have been supplied with mains fed coolers that filter and chill the water ready for drinking. This allows access during the day to refill water bottles which can be taken into the classroom. Children should come to school with water bottles **filled** to minimize disruption to learning and teaching.

If you require further information about the catering service please contact your catering supervisor. Our Catering Supervisor is Mrs A Griffin and she can be contacted through the school office.

***For information on entitlement to free school meals please visit***  
[www.glasgow.gov.uk/GoingtoSchool/educationonline.htm](http://www.glasgow.gov.uk/GoingtoSchool/educationonline.htm)

## School Policies and Practical Information: School Uniform

Pupils attending St Marnock's Primary School dress for success and all wear school uniform. This uniform is:

- Blue shirt
- School tie – elasticated version available
- Grey skirt/trousers/pinafore
- Grey school sweatshirt/jumper/cardigan or tank top
- Sensible dark shoes/footwear



School ties can be purchased via the school office. New entrants can order uniform at the pre-entrant afternoons in May. Our uniform supplier is Logo Xpress you can find them online at: <https://www.logoxpres-schoolwear.co.uk/St-Marnocks-PS/>

*It is of concern the level of lost pupils' clothing and/or personal belongings. Parents/Carers are asked to assist in this area by ensuring that valuable items and unnecessarily expensive items of clothing are not brought to school. Parents/Carers should note that the authority does not carry insurance to cover the loss of such items and any claims submitted are likely to be met only where the authority can be shown to have been negligent.*

***For information on entitlement to clothing grants please visit [www.glasgow.gov.uk/GoingtoSchool/educationonline.htm](http://www.glasgow.gov.uk/GoingtoSchool/educationonline.htm)***

### Kit for Physical Education



Your child should bring their P.E. kit which is a pair of shorts and yellow sports top (both available from our uniform suppliers: [www.logoxpres-schoolwear.co.uk](http://www.logoxpres-schoolwear.co.uk)). He/she also needs a pair of indoor shoes. Earrings and other jewellery **MUST** be removed to prevent injury. Covering earrings with tape is not permitted under any circumstances.

### Indoor Shoes



As the classrooms are carpeted we ask that the children bring a pair of shoes to wear indoors. Most people purchase a pair of plain black plimsolls. We discourage expensive footwear.

### Swimming



In Primary 7 your child will benefit from the opportunity to attend swimming lessons during curricular P.E. time. Girls must wear a one piece suit: bikinis and tankinis are not permitted. Boys must wear trunks: baggy shorts are not permitted. Children with long hair must cover it with a swimming cap.

## School Policies and Practical Information: Anti-bullying

In 2016, Glasgow City Council revised Anti-Bullying Policy, incorporating the requirement to record and report all discriminatory behaviours within educational establishments. All establishments were required to review their policy in light of this. Our Anti Bullying Policy was updated in September 2016 in line with the guidance issued by 'Respect me', Scotland's National Anti-Bullying advice forum. It can be viewed on our website and a copy is available upon request. Parents and carers have a significant role to play in helping to address this problem. For this reason any anti-bullying strategy must stress the importance of partnership with parents and carers.



## School Policies and Practical Information: Clubs and Trips

There are many opportunities throughout the school year for our children to participate in a wide range of interests, e.g. Sports related activities, football, art and craft, various outings and visits, drama, health education and visiting theatre groups.

Each year the Primary 7 group go on a residential trip to the Lockerbie Manor centre. This is an extremely popular trip which enables pupils to build their confidence and skills in a number of outdoor activities. It is also a wonderful opportunity to further develop relationships with staff.



Throughout the year children have a number of educational trips and visits to complement their studies in the classroom. Visits are planned in advance and we always take particular care when risk assessing venues. Should you have any concerns about a trip please do not hesitate to contact the school.

Some staff offer activities or clubs which take place after the school day. These clubs run throughout the year and often cover a wide range of interests. When clubs are available we will contact you through the schoolbag post and the newsletter.

## School Policies and Practical Information: Transport

### GENERAL

The education authority has a policy of providing free transport to all primary pupils who live a certain distance from their local school by the recognised shortest walking route.

This policy is more generous than the law requires. This means that the provision of transport could be reviewed at any time. Parents/carers who consider they are eligible should obtain an application form from the school or Education Services. These forms should be completed and returned before the end of February for those pupils beginning school in August to enable the appropriate arrangements to be made.

The authority has an Exceptional Circumstances policy relating to e.g. homelessness, parental disability, etc. Details are available from the school. There is also a procedure to request transport on medical grounds. The school can advise on procedures.

### PICK UP POINTS

Where free transport is provided it may be necessary for pupils to walk a certain distance to the vehicle pick up point. Walking distance in total including distance from home to the pick-up point and from the drop off point to the school in any one direction will not exceed the authority's limits. It is the parent/carer's responsibility to ensure that children arrive at the pick-up point on time. It is also the parent /carer's responsibility to ensure the child





behaves in a safe and acceptable manner while boarding, travelling in and alighting from the vehicle. Misbehaviour could result in your child losing the right to free transport.

#### PLACING REQUESTS

The education authority does not provide transport for those pupils in receipt of a placing request other than in individual exceptional circumstances and where appropriate legislation applies.



#### *Parking around the school perimeter*

As St Marnock's Primary is within a residential area we are keen to maintain positive relationships with our neighbours. Around 9.00am and 3.00pm the roads around the school are severely congested.

In order to provide safety for children, school gates are locked from 8:45 – 9:15 every morning and from 2:45 – 3:15 every afternoon.

I would ask all parents, carers and family members to consider leaving cars at home and walking to school.

**If this is not possible for you and your family please ensure you drive and park responsibly.**

**Parents and carers are NOT permitted to use the school car park as this poses a health and safety risk to our children and staff.**

#### School Policies and Practical Information: Classification and Composite Classes

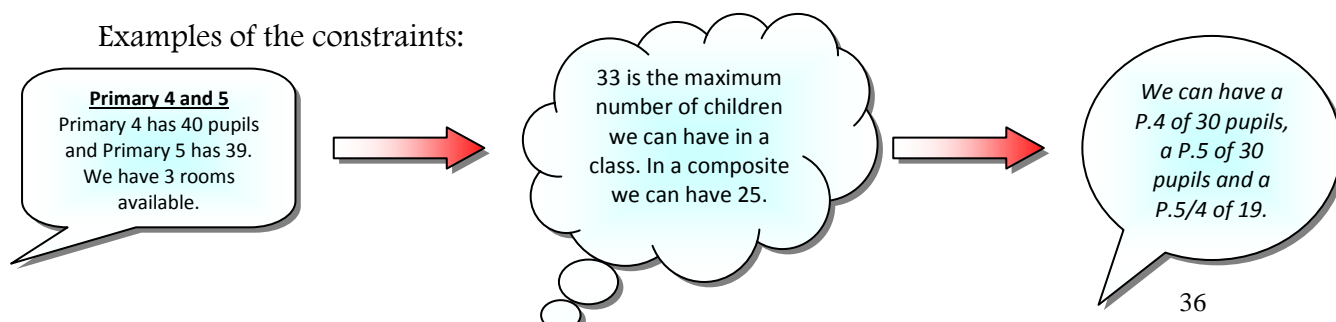
When classification for the coming year is considered, a number of factors are taken into account:

- *The number of children in the school*
- *The number of children at each stage*
- *The number of classrooms in the school*
- *The children's' learning to be as seamless as possible*
- *The staffing allocation*

The type of classes (straight or composite) depends on the number of children at each stage against the number of classrooms in the building. The teachers submit their handover documents and an analysis of the number of children in each literacy and numeracy group is completed. Classes are then created around working groups.

Your child's main consideration may be that they are with friends. Unfortunately we cannot classify according to friendship groups. Making new friends and having more than one friend is a vital part of leading a happy life.

Examples of the constraints:



Children are taught at different levels and teaching staff are skilled in selecting appropriate learning experiences and outcomes to match the needs and interests of all children in a class.



### School Policies and Practical Information: Emergency Situations

We make every effort to maintain a full educational service, but on some occasions circumstances arise which lead to disruption. Schools may be affected by, for example, severe weather, and temporary interruption of transport, power failures, fire, vandalism, etc. In such cases we shall do all we can to let you know about the details of closure or re-opening.

We shall keep you informed by using letters, social media, notices in local shops and community centres, announcements in local places of worship and announcements in the press and on local radio. You can also use the Glasgow City Council website and Twitter Page as a source of information.

The most effective way to be notified of an emergency closure is through the school's texting service. Please ensure your child's **main contact has an up-to-date telephone number** listed with the main office.

### School Policies and Practical Information: Playground Supervision

An adult presence is provided in playgrounds at break times in terms of the Schools (Safety and Supervision of Pupils) (Scotland) Regulations, 1990.

At St Marnock's Primary there are normally at least 5 adults in the playground at all times. These could include the janitor, Senior Leadership Team and Support for Learning Workers.



*We always  
do our best to  
ensure the safety  
and well being  
of the children in  
our care!*

*Primary 7 pupils are trained as  
'buddies' to help new Primary 1s. Play Champs  
take out equipment for the children to play with  
and help them have an enjoyable and active  
break.*

*We try to ensure  
children are able to go  
outside for fresh air.  
They will only be kept  
in on occasions when  
bad weather is severe.*



*Before 9.00am the janitor is in the playground  
only as a presence and he is joined by a member  
of the Senior Leadership Team /Support Staff at  
8.50am*

### School Policies and Practical Information: The Equalities Act

The Equality Act 2010 protects certain characteristics. In the delivery of education the characteristics that are protected are:

- Age
- Disability
- Gender reassignment



- *Pregnancy and maternity*
- *Race*
- *Religion or belief*
- *Sex or sexual orientation*

When making decisions in relation to admissions, exclusions, the provision of education, benefits, facilities and services and any other relevant decisions the school has a duty to have due regard to the need to:

- *Eliminate discrimination, harassment, victimisation and any other conduct that is prohibited under the Equality Act 2010;*
- *Advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it;*
- *Foster good relations between persons who share a relevant protected characteristic and persons who do not share it.*

Further information and advice on this matter can be obtained by contacting the Head teacher.

### Dealing with racial harassment

The Race Relations Act of 1976 makes it unlawful to discriminate against someone because of his/her colour, race, nationality, ethnic or national background. The act makes it the duty of Glasgow City Council to eliminate unlawful racial discrimination.

In 1999 the guidelines 'Dealing with Racial Harassment' were issued to all teaching staff in dealing with such incidents.

The adoption of an anti-racist approach should be seen as one part of the continuing attempt to improve the quality of education.

Glasgow City Council recognises that support from the home is essential if these aims are to be achieved.



### School Policies and Practical Information: Data Protection Act 2018

The Data protection law changed on 25 May 2018. This introduced new regulations and rules on how we collect and process personal data. All staff had to take a mandatory staff training course. Information on pupils, parents and guardians is stored on a computer system and may be used for teaching, registration, assessment and other administration duties. The information is protected by the Data Protection Act 2018 and may only be disclosed in accordance with the Codes of Practice. For further information please contact the school.

*As a local authority our schools and early years establishments process information about children and young people in order to provide education and care. In doing so we must comply with the Data Protection Act (2018). This means, amongst other things that the data held about children and young people must only be used for specific purposes.*

*However, you should be aware that we may use this information for other legitimate purposes and may share this information where necessary with other public bodies or where otherwise required by law. We may also use any information for research purposes. However, all personal data is treated as confidential and used only in accordance with the Data Protection Act and the Information Use and Privacy Policy approved by the City Council.*



## School Policies and Practical Information: Freedom of Information

### (Scotland) Act 2002

The Freedom of Information (Scotland) Act 2002 enables any person to obtain information from Scottish public authorities. The Act applies to all Scottish public authorities including: Scottish Executive and its agencies; Scottish Parliament; Local Authorities; NHS Scotland; Universities and further education colleges; and the police.

Public authorities have to allow access to the following information:

- The provision, cost and standard of its service;
- Factual information or decision making;
- The reasons for decisions made by it

The legal right of access includes all types of 'recorded' information of any data held by the Scottish public authorities. From 1<sup>st</sup> January 2005 any person who makes a request for information must be provided with it, subject to certain conditions.

## School Policies and Practical Information: Comments and Complaints

If you have a comment or complaint, please approach the Head of Establishment in the first instance. This is called 'frontline resolution' and we will try to resolve your complaint immediately. If we cannot do that we will endeavour to resolve the complaint within 5 working days.

If the Head of Establishment does not resolve the issue to your satisfaction, you should contact our Customer Liaison Unit who will:

- Take a totally neutral stance in fully investigating your complaint;
- Acknowledge receipt of your complaint within 5 working days;
- Give a full written response within a further 20 working days, unless another timescale has been agreed.



An online complaint form is available at: <https://www.glasgow.gov.uk>

If you are unable to complete the online complaints form you can phone 0141 287 0900.

Please note that in line with recommendations issued by the Scottish Public Services Ombudsman all establishments, during the course of a formal complaints investigation, must:

- *Ensure that all statements made as part of the investigation are dated and include, wherever possible, dates of events recounted within the statements*
- *Ensure that written records which form part of the investigation are retained for an appropriate period of time*
- *Give consideration to the inclusion of this within the procedures outline in the relevant school policy*

## School Policies and Practical Information: Useful Addresses

EXECUTIVE DIRECTOR OF EDUCATION

Mrs. Maureen McKenna

EDUCATION OFFICES:

City Chambers EAST  
40 John Street  
Glasgow  
G1 1JL

LOCAL COUNCILLORS:

Rashid Hussain  
David McDonald  
Rhiannon Spear  
Saqib Ahmed



Although this information is correct at time of printing, changes could affect any of the matters dealt with in the document –

- a) *before commencement or during the course of the school year in question.*
- b) *in relation to subsequent school years.*

## School Policies and Practical Information: Useful Websites

### **Contact details**

Choosing a School: A Guide for Parents - information on choosing a school and the placing request system - <http://www.scotland.gov.uk/Publications/2010/11/10093528/0>

A guide for parents about school attendance explains parental responsibilities with regard to children's attendance at school - <http://www.scotland.gov.uk/Publications/2009/12/04134640/0>

### **Parental involvement**

Guidance on the Scottish Schools (Parental Involvement) Act 2006 provides guidance on the act for education authorities, Parent Councils and others - <http://www.scotland.gov.uk/Publications/2006/09/08094112/0>

Parentzone provide information and resource for parents and Parent Councils – <https://parentzone.org.uk/>

### **Curriculum**

Information about the curriculum, curricular areas, curricular design, key links and documents - [https://education.gov.scot/scottish-education-system/policy-for-scottish-education/policy-drivers/cfe-\(building-from-the-statement-appendix-incl-btc1-5\)/What%20is%20Curriculum%20for%20Excellence](https://education.gov.scot/scottish-education-system/policy-for-scottish-education/policy-drivers/cfe-(building-from-the-statement-appendix-incl-btc1-5)/What%20is%20Curriculum%20for%20Excellence)

### **Assessment and reporting**

Information about Curriculum for Excellence levels and how progress is assessed - <https://education.gov.scot/parentzone/learning-in-scotland/assessment-and-achievement/What%20is%20assessment,%20and%20when%20and%20how%20does%20it%20take%20place>

### **Parenting**

Parenting Across Scotland offers support to children and families in Scotland - <http://www.parentingacrossscotland.org/>

### **Support for pupils**

The Additional support for learning page provides links to relevant legislation and guidance, including the arrangements that should be in place to support pupils with additional support needs - <http://www.scotland.gov.uk/Topics/Education/Schools/welfare/ASL>

## School Information and Practical Information: Glossary of Terms

<i><b>Term</b></i>	<i><b>Definition/Explanation</b></i>
<i><b>Achievement</b></i>	<ul style="list-style-type: none"> <li>▪ Achievements are successes children have in their lives. Examples might be sports awards, musical achievements, acting achievements, contribution and participation in school committees</li> </ul>
<i><b>Additional Support for Learning</b></i>	<ul style="list-style-type: none"> <li>▪ When a child needs some extra help with their work or needs to be challenged further, they can work in a smaller group with an additional member of staff.</li> </ul>
<i><b>Additional Support Need</b></i>	<ul style="list-style-type: none"> <li>▪ When a child has an identified challenge such as dyslexia or autism. This can also mean a more temporary need such as a child dealing with bereavement or a family break-up.</li> </ul>
<i><b>Wellbeing Plan</b></i>	<ul style="list-style-type: none"> <li>▪ This plan is a statement of targets to be achieved over a school term.</li> </ul>
<i><b>Attainment</b></i>	<ul style="list-style-type: none"> <li>▪ This is a formal measure of academic ability such as standardised tests.</li> </ul>

<i>Catchment</i>	<ul style="list-style-type: none"> <li>This refers to the area surrounding the school. Each house will have a local school depending on their location.</li> </ul>
<i>Classification</i>	<ul style="list-style-type: none"> <li>This is the word used to describe the way the classes are made up. This depends on the number of children and the number of rooms available.</li> </ul>
<i>Curriculum</i>	<ul style="list-style-type: none"> <li>This means the collection of learning experiences the children have when they attend school.</li> </ul>
<i>Curriculum for Excellence</i>	<ul style="list-style-type: none"> <li>This is the curriculum brought into Scottish Schools in 2009.</li> </ul>
<i>Enrolment</i>	<ul style="list-style-type: none"> <li>This is the process of joining the school.</li> </ul>
<i>Exclusion</i>	<ul style="list-style-type: none"> <li>This used to be called 'suspension'. Children can be excluded for up to ten days. A 'Permanent Exclusion' is when a child is not allowed to return to the school.</li> </ul>
<i>Formative Assessment</i>	<ul style="list-style-type: none"> <li>This type of assessment is to help children know their strengths and their next steps in learning.</li> </ul>
<i>Glasgow Counts Framework</i>	<ul style="list-style-type: none"> <li>This is a framework for teaching and learning of numeracy and math concepts to children.</li> </ul>
<i>Golden Time</i>	<ul style="list-style-type: none"> <li>This happens on a Friday afternoon. Children earn this throughout the week by working hard and behaving well.</li> </ul>
<i>In-service</i>	<ul style="list-style-type: none"> <li>This is a day when the school is closed to pupils. Staff is involved in meetings, preparation, planning and training.</li> </ul>
<i>Reflect at Golden Time</i>	<ul style="list-style-type: none"> <li>If a child does not follow the rules of the school despite support, they can reflect on this at Golden time, on a Friday.</li> </ul>
<i>Permanent Staff</i>	<ul style="list-style-type: none"> <li>Staff who are appointed to the school and remain part of Glasgow City Council's teaching staff until they choose to move to another local authority. These staff are permanent to the local authority rather than the school: the school is not the employer.</li> </ul>
<i>Support for Learning Worker</i>	<ul style="list-style-type: none"> <li>Another adult in the classroom who is there to support the learners in their day to day tasks and activities. Teaching staff direct the work of the SFL Worker.</li> </ul>
<i>Principal Teacher (PT)</i>	<ul style="list-style-type: none"> <li>This is a teacher who may have a class but also has whole-school responsibility.</li> </ul>
<i>Roll</i>	<ul style="list-style-type: none"> <li>This is the total number of children who are at the school.</li> </ul>
<i>School Improvement Plan</i>	<ul style="list-style-type: none"> <li>This is the plan for improving the school.</li> </ul>
<i>Summative Assessment</i>	<ul style="list-style-type: none"> <li>This type of assessment is used to monitor progress for example an assessment, quiz etc.</li> </ul>
<i>Standards and Quality Report (S&amp;Q)</i>	<ul style="list-style-type: none"> <li>A report to parents outlining the schools achievement and progress of the preceding school session.</li> </ul>
<i>Temporary Staff (Supply)</i>	<ul style="list-style-type: none"> <li>These are teachers brought in to cover vacancies and absences. They stay at the school only for as long as the vacancy exists e.g. 8 weeks, a term.</li> </ul>
<i>Remit</i>	<ul style="list-style-type: none"> <li>This is a list of duties for which a person is responsible.</li> </ul>
<i>Leadership Team</i>	<ul style="list-style-type: none"> <li>The leadership team is made up if the Head Teacher, the Depute Head Teacher and the Principal Teachers.</li> </ul>