



Education Resources



***Beckford Primary School Handbook
(January 2018)***

Contents

- 1. Introduction**
- 2. About our School**
- 3. Parental Involvement**
- 4. School Ethos**
- 5. The Curriculum**
- 6. Assessment and Tracking Progress**
- 7. Reporting**
- 8. Transitions**
- 9. Support for Pupils (Additional Support Needs)**
- 10. School Improvement**
- 11. School Policies and Practical Information**

If you need this information in another language or format, please contact us to discuss how we can best meet your needs.

Phone: 0303 123 1023 Email: education@southlanarkshire.gov.uk.

1) Introduction by the Head Teacher

South Lanarkshire Council is the fifth largest authority in Scotland. It covers the following main areas; Clydesdale in the south which features extensive rural areas, Cambuslang, Rutherglen, Blantyre and Uddingston to the north as well as the towns of East Kilbride and Hamilton.

The Council's Plan Connect sets out the Council's vision which is, "to improve the quality of life for all within South Lanarkshire".

For Education Resources this means delivering services of the highest quality as well as striving to narrow the gap. It is about continually improving the services for everyone at the same time as giving priority to children, young people, families and communities in most need. The priorities for schools and services are set out in the Education Resources Plan which confirms the commitment to provide better learning opportunities and outcomes for children and young people.



Dear Parents/Carers,

The staff and pupils of Beckford Primary are delighted to welcome you and your child to our school. We hope that you find our school handbook both useful and informative. This handbook is designed to provide insight into the learning experiences on offer at Beckford Primary.

At Beckford Primary we work to provide a nurturing, happy and inclusive environment, where children are challenged and supported to help them develop skills for life, work and learning.

Our main aim is to regularly reflect on our practice to ensure we deliver an enriching and holistic curriculum, which meets the needs of all our learners, supporting them in their journey to become Confident, Effective, Responsible and Successful Contributors to the school and society.

We look forward to working in partnership with you to enhance and support your child's learning experiences at Beckford, working with our families to get learning right for every child.

Should you have any questions or queries please do not hesitate to contact the school. You can also access further information on our school website www.beckford-pri.s-lanark.sch.uk.

Yours sincerely,

A handwritten signature in black ink that reads 'Lynsey Hogg'.

Mrs Lynsey Hogg
(Head Teacher)



2) About our school

School name: Beckford Primary
School Address: Auchinraith Avenue
Hamilton
ML3 0JQ
Phone: 01698 423200
E-mail: gw14beckfordpsoffice@glow.sch.uk
Website address: www.beckford-pri.s-lanark.sch.uk

Roll: 176

Stages provided: Primary 1 – Primary 7

Denominational Status: Non-denominational

Head Teacher: Mrs Lynsey Hogg
Principal Teacher (Acting): Mr Martin McCann

Class Teacher:	Miss Fiona Bradley	Primary 1
	Miss Laura Campbell	Primary 2
	Miss Claire Reilly	Primary 3
	Mrs Andrea Graham/Ms Jenna Yuille	Primary 4
	Mrs Diane McDonald	Primary 5
	Mrs Lisa Park (NQT)	Primary 6
	Miss Gillian Wilson	Primary 7
	Miss Kristy McLean	CCC/PEF
	Mr Charles Tighe	CCC/SAC

Rowan Cottage:	Ms Lauren Blair	(Acting Nurture Teacher)
	Mrs Barbara Barrett	(Early Years Worker)

Support Staff:	Mrs Anne Burrows	(Team Leader)
	Mrs Joyce MacNee	(Support Assistant)
	Miss Linda Beaton	(Support Assistant)
	Mrs Clare Maughan	(Support Assistant)
	Mrs Rebecca Blair	(Support Assistant)
	Mrs Audrey Halley	(Support Assistant)
	Mrs Gerladine Glen	(Support Assistant)

Janitor: Mr Jim Gilmour

Cleaning Staff: Mrs Sharon Clelland
Mrs Katherine Cairns

Dinner Hall Staff: Mrs Mary Jane Gilmour
Mrs Kirsty Clark
Mrs Gail Griffiths

Partnership associates

Mrs Rae McGilvray	Specialist Support Teacher	Mrs Jill Laing	Attendance Officer
Mr Kelton Green	Educational Psychologist	Rev. Alistair Gordon	School Chaplain
Mr Colin Ferris	Home School Partnership		
Mrs Clare Murphy	Active Schools Co-ordinator		
Mr Michael Philip	Music Tutor		

Home / school communication

The Head Teacher can be contacted, and is happy to speak with, parents on any matter relating to school life including concerns you may have about your child. If not available at the time, an appointment will be arranged at the earliest opportunity.

Parents new to the Beckford are encouraged to contact the office to confirm the availability of a place and/or to arrange a visit.

We are always keen to maintain and improve our service. If you have a complaint we would appreciate you letting us know. We will deal with your complaint as promptly as possible, following South Lanarkshire Council's 'Have Your Say' policy.

Attendance at school

It is important for the school to work with parents in encouraging all children to attend school. All absences from school are required by law to be recorded. Absences will normally fall under two categories – authorised or unauthorised absence. In cases where your child is unable to attend school parents are asked to:-

- if you know in advance of any reason why your child is likely to be absent from school, please tell someone at the school, phone us or let us know in writing.
- notify the school first thing in the morning when your child is going to be absent. Let the school know the likely date of return and keep them informed if the date changes.
- inform the school of any change to the following:-
 - home phone number
 - mobile number
 - emergency contact details
- requests for your child to be absent from school to make an extended visit to relatives must be made in writing to the head teacher, detailing the reason, destination and duration of absence and arrangements for their continuing education. On these occasions the pupil will be marked as an authorised absentee in the register.

3) Parental involvement

South Lanarkshire Council recognises the importance of parents as partners in the education of their child and has published a strategy entitled, 'Making a difference – working together to support children's learning'. This is available from the Council's website: www.southlanarkshire.gov.uk

Parents, carers and family members are by far the most important influences on children's lives. Children between the ages of 5 and 16 children spend only 15% of their time in school! Research shows that when parents are involved in their child's learning, children do better at school and throughout life. Parental involvement can take different forms but we hope you share the same aims and agree that by working together we can be partners in supporting children's learning.

As a parents/carers we want you to be:

- Welcomed and given an opportunity to be involved in the life of the school;
- Fully informed about your child's learning;
- Encouraged to make an active contribution to your child's learning;
- Able to support learning at home;
- Encouraged to express your views and involved in forums and discussions on education related issues.

To find out more on how to be a parent helper, or a member of the Parent Council just contact the school or visit our website.

Some useful information contacts for parents to find out more on education are as follows:-

- Parentzone – www.parentzonescotland.gov.uk
- Engage Parent Forum – www.engageforeducation.org
- National Parent Forum for Scotland – www.educationscotland.gov.uk/parentzone
- South Lanarkshire Council – www.southlanarkshire.gov.uk

Beckford Primary School Parent Council – Friends of Beckford

Beckford Primary School's Parent Council known as, 'Friends of Beckford'. The Parent Council consists of members taken from the Parent Forum, to which **all parents and carers** automatically belong.

Minutes of meetings are available from the school.

Office Bearers:-

Chairperson

Claire Milne

Vice Chairperson

Dawn Donnelly

Treasurer

Laura Bell

Secretary

Abigail Kaiser

4) School Ethos

Our School Values

At Beckford Primary we all aspire to be:

Respectful
Responsible
Caring
Friendly


Our learners are provided with the opportunity to participate in a range of curricular and extra-curricular activities to work towards developing the four capacities of being a successful learner, confident individual, an effective contributor and a responsible citizen.

Achievement and attainment are celebrated across the school and wider community in a variety of ways including:

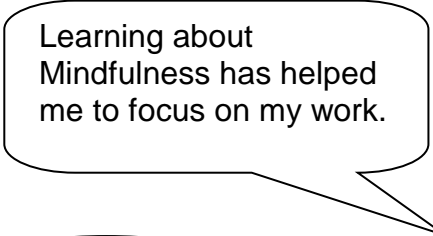
- Class Star of the Week (weekly from each class)
- Playground Star of the Week (weekly from each class)
- Class Values Award (one class per week)
- Weekly assemblies

The pupils are represented in the Pupil Council and Sports Council where pupil voice contributes to school improvement developments. The pupils are welcome to start their day at our school breakfast club, which is always well received.

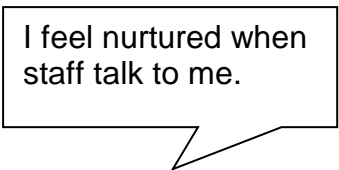
Comments from our children



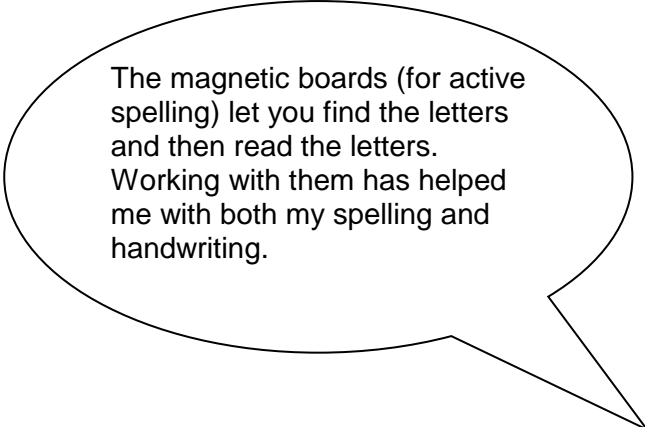
I like Breakfast Club because it makes me ready to learn!



Learning about Mindfulness has helped me to focus on my work.

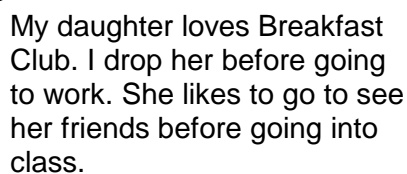


I feel nurtured when staff talk to me.

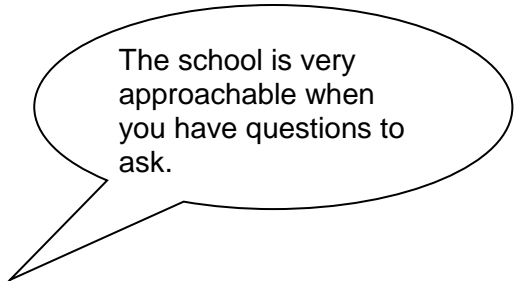


The magnetic boards (for active spelling) let you find the letters and then read the letters. Working with them has helped me with both my spelling and handwriting.

Comments from our parents/carers



My daughter loves Breakfast Club. I drop her before going to work. She likes to go to see her friends before going into class.



The school is very approachable when you have questions to ask.

School Ethos – House System

This session we have introduced a House System to the school to promote the use of school values in action. We promote a positive and supportive ethos within the House System. The children are allocated to one of four houses:

Name of House	Colour	Surname begins with:
Walliams	Red	A, B, C, D, E, F
Murpurgo	Green	G, H, I, J, K, L
Dahl	Blue	M, N, O, P, Q, R
Rowling	Yellow	S, T, U, V, W, X, Y, Z

Each child receives a coloured badge to represent their house. Each house has two house captains from Primary 7, one boy and one girl who are elected by the children within their house. The house captains are expected to:

- Be an example of exemplary behaviour and attitude
- Collect and count up the house points
- Help to organise reward days
- Organise House competitions
- Be a buddy to younger children in their House
- Propose and represent ideas from their House ideas that will improve the House System

HOUSE CAPTAINS 2017-2018



House Points

House points can be earned in all areas of school: e.g. exemplary behaviour, lines, lunch hall and playground. A termly House Challenge will be set to earn additional points. Each term the winning house will receive a reward and an overall winner will be announced at the end of the school year. The end of year winner will receive the house trophy and each child a certificate.

5) The Curriculum

Curriculum for Excellence is the name given to the curriculum in Scotland for all children and young people aged 3-18. It is a forward looking, coherent, more flexible and enriched curriculum that provides young people with the knowledge, skills and attributes they will need to flourish in life, learning and work, now and in the future.

The curriculum includes all of the experiences that are planned for children and young people to support the development of their skills, wherever they are being educated, for example in the family and community, pre-school centre, nursery and school. This broad, general education will allow them to become successful learners, confident individuals, responsible citizens and effective contributors to life in the 21st century.

In taking this forward our school will work closely with South Lanarkshire Education Resources and other services to enrich the curriculum, to provide the best possible education for all children and young people. We wish you to feel confident that your child is encouraged and supported to develop their literacy, numeracy and other skills whilst they attend our school. The curriculum areas are as follows:

- Expressive arts
- Languages and literacy
- Health and wellbeing
- Mathematics and numeracy
- Religious and moral education
- Science
- Social studies
- Technologies

If you want to know more about Curriculum for Excellence, please visit these websites: <http://www.educationscotland.gov.uk/thecurriculum/> or www.parentzonescotland.gov.uk.

Our learning and teaching activities are based on the outcomes and experiences in the guidelines that all schools have for Curriculum for Excellence.

Level	Stage
Early	The pre-school years and Primary 1 or later for some.
First	To the end of Primary 4, but earlier or later for some.
Second	To the end of Primary 7, but earlier or later for some.

Expressive Arts

Expressive Arts includes Drama, Dance, Music and Art and Design. Through interdisciplinary work and as subjects in their own right, we aim for balance, progression and coherence in these areas. A wide and varied range of resources is available to encourage development in this important part of the curriculum including using personnel from outside agencies.

Languages and Literacy

Literacy is fundamental to all areas of learning, as it unlocks access to the wider curriculum. Being literate increases opportunities for the individual in all aspects of life, lays the foundations for lifelong learning and work, and contributes strongly to the development of all four capacities of Curriculum for Excellence. (Principles and Practice Paper)

At Beckford Primary an 'Active Literacy' approach is implemented across the school to ensure continuity and progression. Learners at all stages of the school will be engaged in active, challenging tasks linked to Reading, Writing and Talking and Listening. Learners will experience a wide variety of texts, to include both fiction and non-fiction. In Reading the Active Literacy approach focuses on developing higher level reading strategies, where learners at all stages of the school are engaged in active, challenging tasks linked to reading, spelling and phonics skills.



Primary Modern Languages

In line with Scottish Government Languages Policy, an additional language is taught where possible at all stages in the school. The focus for the additional language within the Hamilton Learning Community is French. The children in the senior stages also have the opportunity to experience a third language which they have the opportunity to learn Mandarin.

Bonjour!
Comment allez-vous?

Health and Wellbeing

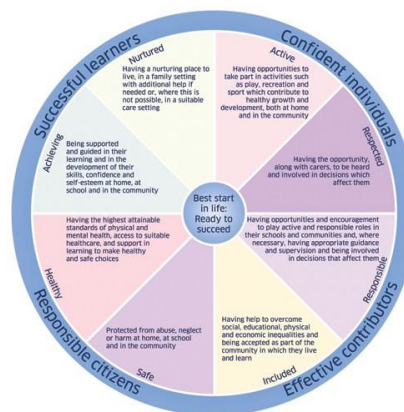
Learning in Health and Wellbeing ensures that children develop the knowledge and understanding, skills, capabilities and attributes which they need for mental, emotional, social and physical wellbeing now and in the future. This curricular area permeates the whole school curriculum and underpins the ethos of the school.

The framework is structured into the following organisers:

- 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

The children learn about Health and Wellbeing themes under the Wellbeing Indicator Framework. There is a monthly focus for the whole school:

Wellbeing Indicator	Month
Safe	September
Healthy	October
Achieving	November
Nurtured	December
Active	January
Respected	February
Responsible	March
Included	May
Consolidation work of indicators	June



Opportunities for PE and physical activity meet the required minimum of two hours per week and regular participation by all pupils is expected and encouraged. We work closely with Active Schools to provide a range of opportunities for our children including tennis, rugby and dance.

Numeracy and Mathematics

At Beckford Primary we aim to provide learners with stimulating experiences which provide learners with the opportunity to develop a high level of numeracy skills across all areas of the curriculum, where rich numeracy experiences are part of our learners' day-to-day learning.

Carefully planned pathways have been created to teach Numeracy and Maths to ensure progression, challenge and attainment throughout the school community. Learning in Numeracy and Maths, allows pupils to develop a secure understanding of the concepts, principles and processes of mathematics and apply these in different contexts, including the world of work.

A wide range of resources are used so that the important mathematical skills and concepts can be developed. Local Authority and National Guidelines are closely followed.

Religious and Moral Education

Religious and Moral Education enables children to explore the world's major religions and views which are independent of religious belief and to consider the challenges posed by these beliefs and values. We aim to provide our pupils with a thought-provoking background where they can develop their own beliefs and values.

Beckford has a carefully designed programme of topics which ensures a progression of skills and understanding from Primary 1 to 7. Where possible, first hand resources are used such as photographs, artefacts, visits, speakers and simulated experiences. DVDs, CDs, reference books and computers are often used.

Science

At Beckford Primary we aim to encourage the children's natural curiosity to motivate them to develop problem solving and investigation skills through science. This in turn will impact on the breadth and depth of the children's knowledge and understanding of science.

The framework for science is divided into key concepts:

- Planet Earth
- Forces, electricity and waves
- Biological systems

- Materials
- Topical science

These concepts are delivered through topic using a wide range of effective strategies including active learning and planned, purposeful play, problem solving skills, investigation and enquiry, appropriate use of technology, collaborative learning and independent thinking.

The five associated primaries of the Hamilton Grammar Learning Community follow the same science programme.

Social Studies

Social Studies encompass many skills and concepts. Its purpose is to develop pupils' understanding of the world by learning about other people and their values, in different times, places and circumstances. They also develop their understanding of their environment and how it has been shaped. This area of the curriculum is structured under the three main organisers:

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

At Beckford, Social Studies is delivered through an interdisciplinary approach which is designed to make links with pupil learning in other areas of the curriculum, promoting learning across the curriculum.

Technologies

The technologies framework provides a range of different contexts for learning that draw on important aspects of everyday life and work.

It includes creative, practical and work-related experiences and outcomes in business, computing science, food, textiles, craft, design, engineering, graphics and applied technologies.

ICT within education motivates and purposefully engages children in their learning. ICT Provides learners with relevant and contemporary experiences that allow them to successfully engage with technology and prepare them for life after school.

The children will be offered access to the internet which enhances learning and teaching by providing the children with the opportunity to retrieve information from the many educational websites available.

Many precautions are in place to prevent the pupils from accessing 'unsuitable information'. Parental information and internet agreement forms requiring signatures are issued for all new pupils.

Learning and Teaching

It is extremely important that children are treated as individuals and therefore every effort is made to cater for their individual needs. As can be appreciated, it is not always feasible to carry out individual teaching and therefore a variety of teaching strategies are used to support our pupils' varying learning styles.

Children can be grouped according to ability to ensure they progress at their own levels. Mixed ability groups may be formed, which can result in children of varying ability sharing their knowledge and expertise with others, producing collaborative pieces of work. Classes will be organised in such a way to promote a collaborative approach to learning for pupils.

We also endeavour to adopt a more active learning approach for our children, encouraging them to become more independent in and more responsible for their own learning.

Examples of learning experiences at Beckford Primary School



Data Handling
I have explored a variety of ways in which data is presented and can ask and answer questions about the information it contains.

Mindfulness training - I know that we all experience a variety of thoughts and emotions that affect how we feel and behave and I am learning ways of managing them.



Breakfast Club
I enjoy eating a diversity of foods in a range of social situations.

Interdisciplinary Learning-
The Vikings
Inspired by a range of stimuli, I can express and communicate my ideas, thoughts and feelings through drama.





*Assemblies
Representing my class, school
and/or wider community encourages
my self-worth and confidence and
allows me to contribute to and
participate in society.*

I know that friendship, caring, sharing, fairness, equality and love are important in building positive relationships. As I develop and value relationships, I care and show respect for myself and others.
HWB 0-05a/1-05a/2-05a



Through contributing my views, time and talents, I play a part in bringing about positive change in my school and wider community.
HWB 0-13a / HWB 1-13a / HWB 2-13a

Spiritual, social, moral and cultural values (religious observance)

Religious education and observance play an important and vital part in the education of our children. We have a close relationship with our school chaplain, the minister of Hamilton West Church of Scotland. Class and school assemblies are held throughout the session, some of which may be delivered by personnel from Scripture Union. Parent/carers and friends are always most welcome to attend. In this way, we promote the ethos of the school by bringing pupils, staff and parents together and creating a sense of community. We use Guidelines produced by South Lanarkshire to teach Religious and Moral Education. This makes our pupils aware of other world religions and it also encourages them to think honestly for themselves about religious beliefs and practices.

Parents who wish to withdraw their child from these aspects of school life, should make contact with the Head Teacher.

Parents may request that their children be permitted to be absent in order to celebrate recognised religious events. Advance notice should be provided to the school when children will be absent. Appropriate requests will be granted and the pupil noted as an authorised absentee in the register.

It should be noted that these statements are based on the national guidance issued by the Scottish Government on 21st February 2011 and the Education (Scotland) Act 1980.

6) Assessment and tracking progress

At Beckford we strive to meet the needs of all pupils. Assessment is an integral part of the learning and teaching process. Assessment strategies should provide opportunities for learners to show their progress through the Curriculum for Excellence Levels in a range of ways. Learners need opportunities to show they have achieved a **breadth** of learning, can respond to the level of **challenge** set out and can **apply** what they have learned in new and unfamiliar situations. It is the means of obtaining information, which allows teachers, pupils and parents to make judgements about progress and targets to further develop pupil progress. Assessment must measure the success of learning, teaching and achievement as well as inform the next steps. Teachers make on-going and informal assessments about their pupils.

Assessment information may also be gained through:

- Formative strategies
- Summative for recording and reporting processes
- Diagnostic assessments to indicate strengths and specific difficulties

Formative Strategies

At Beckford Primary we actively support Assessment is for Learning (AiFL). Staff have and will continue to develop, knowledge of a wide range of strategies to promote and implement formative assessment into the learning and teaching process. Strategies include:

- Sharing learning intentions and success criteria
- Questioning
- Feedback
- Self and peer assessment

Summative Assessment

Summative assessments provide valuable information to teachers, pupils and parents on what knowledge and skills have been attained. These strategies may include:

- End of unit assessment
- Pre and post learning tests
- Standardised tests

Diagnostic Assessment

This type of assessment is used to gain evidence of specific strengths or specific needs of pupils. A pupil may also undergo an assessment because the teacher or the parent has a concern about a particular area not progressing as expected. The results of such an assessment would be used to create a specific learning plan for that child where necessary.

Monitoring

The Senior Management Team will monitor learning, teaching and assessment approaches throughout the school. This will be carried out in a variety of ways which include:

- Classroom visits.
- Discussing with pupils what they are doing and why they are doing it.
- Reviewing specific learning and teaching approaches.
- Termly target setting and planning sessions with teachers.
- Tracking of pupil achievement and attainment.

7) Reporting

We will provide parents with reports so that you can see what your child is doing and how they are progressing. In addition, there will be parents' meetings which offer you the opportunity to discuss how your child's progressing and how you can contact the school if you wish further information. The school will offer you an appointment time so that you can visit in person to discuss your child's education.

Our 'pupil reports' will help you to get to know more about the curriculum which each child follows and will describe their strengths, achievements and areas for development so you know what encouragement and support you can give.

We welcome any comments or additional information from parents to help us provide the best possible education for your child.

8) Transitions

Pupils normally transfer from primary to secondary school between the ages of 11½ and 12½, so that they will have the opportunity to complete at least 4 years of secondary education. Arrangements are made by the school to transfer children to the associated secondary school as determined by their home address. Parents of P7 children will be informed of the transfer arrangements made for their child to attend secondary school.

We will also provide you with information at this time and on events designed to let P7 children visit the secondary school, meet up with other P7 children from other schools so that the transition period is as smooth as possible.

Normally children attend the school in their catchment area. However, there are times when parents may wish their children to go to other schools. If you wish your child to go to another school then you may make what is known as a 'placing request'. If you live in South Lanarkshire and decide to submit a 'placing request', we are unable to reserve a place in your catchment school until the Council have made a decision on the 'placing request'. Please note if your 'placing request' application is unsuccessful and all places at your catchment school are filled you will be offered a place at the next nearest appropriate South Lanarkshire School.

Please note that if an application for a 'placing request' is successful then school transport is not provided.

If you move outwith your catchment primary school a 'request to remain form' must be completed. If you move outwith your catchment primary, this may affect your right to transfer to the associated Secondary School. Please note the secondary school is determined by the pupil's permanent home address and chosen denomination. If you require further information, please contact Education Support Services on **0303 123 1023**.

9) Support for Pupils

Getting it right for every child, (GIRFEC)

Getting it Right for Every Child (GIRFEC) is a commitment to ensure that your child has the best possible start in life and to improve outcomes for children and families based on a shared understanding of their wellbeing. Most children make their journey from birth to the world of work supported by family and the universal services of Health and Education. The Named Person in education helps to make sure that the child's wellbeing is developing. The school will let you know the named person for your child. This is likely to be the Head Teacher in a primary school and the pupil support teacher in a secondary.

If you have any concerns you should speak to the Named Person who will work with you to address any issues and to ensure that your child gets any help needed at the right time.

More information can be found on:

www.girfecinlanarkshire.co.uk and www.scotland.gov.uk/gettingitright

Support for All (Additional Support Needs)

Curriculum for Excellence shapes the curriculum at the primary stage and is intended for all pupils, including those with additional support needs. All children and young people need support to help them learn. Some may need additional support and needs can arise for a variety of reasons. A child will be considered to have additional support needs in education where, for whatever reason, there is a barrier to learning from the school education provided.

Children who show evidence of requiring additional support, whether specific or general, are brought to the attention of the Head Teacher. The intervention of the Specialist Support Teacher will be sought and a decision regarding any intervention or support will be made at the School Pupil Support Group. In some cases, the advice of the Educational Psychologist will also be sought. Parents/carers are involved in the discussion and are invited to regular reviews of progress. Further support may be provided by support staff. Children who experience specific learning difficulties will be assessed and an appropriate curriculum provided. Parents should also feel free to approach the school if they are at all concerned about their child's progress.

A staged intervention procedure for identifying, assessing, planning and monitoring in respect of additional support is an integral part of teaching and learning within the school. The planning process is also consistent with the principles of Getting It Right For Every Child.

Our school is fortunate to have a Nurture Group (Rowan Cottage) for P1-3 children who may have some difficulties in learning in a formal setting. Children across the authority access support from Rowan Cottage through the Integrated Attachment Forum Process.

South Lanarkshire Education Resources have published a series of leaflets available which cover information for parents and carers about the Additional Support for Learning Acts.

Enquire is funded by the Scottish Government to provide information on the framework for supporting children who require additional support for learning and to encourage positive partnerships between families, schools and local authorities to ensure children get the right support.

Enquire – the Scottish advice service for additional support for learning.

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

Phone Helpline: 0345 123 2303

Address : Enquire
 Children in Scotland
 Rosebery House
 9 Haymarket Terrace
 Edinburgh
 EH12 5EZ

Email Enquiry service: info@enquire.org.uk

Advice and information is also available at www.enquire.org.uk

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

10) School Improvement

As a Scottish Attainment Challenge School our Improvement Plan Priorities are driven directly from the key drivers from the National Improvement Framework.

Main achievements of the school over the last 12 months include:

- All classes have engaged in whole school focus weeks including themes based on Finance, Science/STEM, Scotland (with a focus on Burns and Scots language) and Health.
- All classes have had access to a wide range of extra-curricular activities, including Netball, Football, Media Studies (Primary 6 & 7), Chess (Primary 5 & 6), Fit Kids (Primary 1 - 3), Multi-sports and Drama (Primary 5 & 4), Dodgeball (Primary 3-7), Dance (Primary 1 & 2) and Board games (Primary 1 – 3).
- All learners had the opportunity to take part in ‘The Big Stampede’ creativity competition. The Pupil Council chose aspects from several designs to create our entry into the competition. Humphrey the Hippo has been designed to show key aspects of our school including the values that we base all learning and experiences on.
- Provided social, emotional and mental support to pupils through our Health and Wellbeing Programme which included Free Family Breakfast Club (Tuesday and Friday’s for Parents/Carers).
- Increased engagement with parents and carers through work with our Home/school partnership officer, family engagement sessions including the delivery of literacy workshops.

In relation to improved standards in literacy, numeracy and health and well-being:

- Enhanced the reading experiences of our children through visits from Storytellers, Drama Groups and by taking part in the First Minister’s Reading Challenge.
- Enhanced opportunities for reading for enjoyment through the development of themed reading areas, including the Magical Forest area in Primary 1 & 2, the Under the Sea area in Primary 3 & 4 and the Science/Space area in Primary 5-7. All areas have been stocked with new age and stage related texts.
- Introduced the ‘Successmaker’ programme to enhance literacy and numeracy skills from Primary 2 to Primary 7.
- Our data and other evidence shows improvement in attainment levels across literacy and numeracy in Primary 1, 4 and 7.

Plans for future improvement of the school’s performance over the next 3 years, including the school’s plans to involve parents in that future improvement.

Year	Strategic Priorities
2016/17	<ul style="list-style-type: none"> • To increase attainment and achievement in Literacy and English by creating a literacy rich environment, where all learners are increasingly engaged and motivated in their learning. Particularly across early and first level. • To enhance and improve the health and wellbeing of all of our pupils and families through a social, emotional and mental health programme.
2017/18	<ul style="list-style-type: none"> • To continue to increase attainment and achievement in Literacy and English by creating a literacy rich learning environment, where all learners are increasingly engaged and motivated in their learning. Particularly across the areas of Writing and Talking and Listening. • To increase attainment and achievement in Maths and Numeracy by creating a maths rich environment, where all learners are increasingly engaged and motivated in their learning. Particularly across early and first level in numeracy.

	<ul style="list-style-type: none"> To continue to enhance and improve the health and wellbeing of all of our pupils and families through a social, emotional and mental health programme.
2018/19	<ul style="list-style-type: none"> To increase attainment and achievement in Literacy and English by creating a literacy rich learning environment, where all learners are increasingly engaged and motivated in their learning. There will be a particular focus on Writing and Talking and Listening. To increase attainment and achievement in Maths and Numeracy: by creating a maths rich learning environment, where all learners are increasingly engaged and motivated in their learning. Particularly across first and second level in numeracy. <p>To continue to enhance and improve the health and wellbeing of all of our pupils and families through a social, emotional and mental health programme.</p> <ul style="list-style-type: none">

Further information on these areas can be found in the School Standards and Quality Report and School Improvement Plan on the school website.

11) School policies and practical information

Free School Meals

Children of parents who receive the following benefits are entitled to a free lunchtime meal for their child

- Income Support, Universal Credit (where your take home pay is less than £610 per month), Job Seeker's Allowance (income based), Employment and Support Allowance (income related), Working Tax Credit and Child Tax Credit (where your gross annual income does not exceed £6,420 as assessed by the HM Revenues and Customs), Child Tax Credit Only (where your gross annual income does not exceed £16,105 as assessed by the HM Revenues and Customs) or receive support under Part VI of the Immigration and Asylum Act 1999.

We would encourage parents of children who are in receipt of any of the above benefits to take up this opportunity of having a meal provided for their child when they are at school. Arrangements are in place so that children who receive free meals are not singled out and we encourage all children to remain in school at lunch time.

Healthy eating is something that the school supports and a range of meals are available at lunchtime that meet the Schools (Health Promotion and Nutrition) (Scotland) Act 2007 and the Nutrient Requirements for Food and Drink in Schools (Scotland) Regulations 2008.

All meals include fresh chilled drinking water and milk will be available for those pupils entitled to free school meals through the free school meal eligibility scheme at morning break or lunchtime. Milk is also available for purchase to those pupils wishing to buy it at morning break.

Pupils in:

- Primary 1 - 3 receive a free school lunch.
- Primary 4 - 7 meal cost is £1.60

School uniform

We ask all parents/carers to support the school by encouraging your child(ren) to adhere to the agreed dress code and the wearing of our school uniform. The wearing of a school uniform helps promote the identity of the school in the local community and helps create an ethos of sharing and pride in the school.

In addition, the wearing of a uniform helps towards increasing the protection of all pupils. The wearing of a uniform helps staff and the pupils to distinguish between who belongs to the school and those who may be visitors. This enables staff to approach and identify visitors more readily and helps in trying to offer a safer environment for pupils and teachers alike.

Equality of opportunity is an important aspect of the life of the school. Any proposals on the dress code and on what constitutes the school uniform will be the subject of discussion with the Parent Council and where appropriate consultation with parents, pupils and staff.

There are forms of dress which are unacceptable in all schools such as:

- the wearing of football colours
- clothing with slogans that may cause offence (anti-religious, symbolism or political slogans)
- clothing which advertises alcohol, tobacco or drugs
- clothing which can be deemed unsuitable in terms of health and safety grounds such as shell suits, combat style clothing, dangling earrings, loose fitting clothes particularly in practical classes
- articles of clothing that could be deemed to inflict damage on other pupils or be used by others to do so
- footwear that may damage flooring.

Allergies

A significant number of children and young people in our schools will have allergies and it is important that parents keep the school fully informed on these matters.

Allergies can present in a variety of ways and can occur at any point in a person's life. Symptoms range from mild to severe. Children and young people known to have an allergy with moderate to severe symptoms will likely have a Health Care Plan drawn up by the NHS. This will detail symptoms and appropriate interventions.

It is vital that parents share this information with the school and continue to provide any updated information.

Where symptoms are mild and a Health Care Plan is not in place, parents should still continue to liaise regularly with the school on any new triggers, medications and actions required.

In all cases, our employees need to know your child's symptoms, treatments and any actions required to help prevent exposure to the allergen and minimise the risk of allergic reactions.

Employees in schools will receive training on allergies and will liaise with parents and NHS on any additional specialist training required.

In supporting children and young people with allergies, school employees will operate in accordance with South Lanarkshire Council's Safe Systems of Work / risk assessment and national guidance on the administration of medicines.

Support for parent/carers

Clothing grant

In certain circumstances the Council provides support to parents/carers for the purchase of school wear.

Applications can be made online at www.southlanarkshire.gov.uk. If you are required to submit evidence of your Tax Credit income it is important that a copy of this evidence is attached to your online application. Should you require further information or you are unable to submit an application online then please contact the helpline number 0303 123 1011 (option 5).

School hours/holiday dates

Monday – Friday 9.00 a.m. – 3.00 p.m.

Interval 10.40 a.m. – 10.55 a.m.

Lunch 12.35 p.m. – 1.20 p.m.

Information on holiday dates can be found at the end of this handbook.

Enrolment – how to register your child for school

If your child is starting school for the first time you must enrol your child at their catchment school in January. If parents want their child to go to another school, they must enrol in the first instance with their catchment school and ask for an information leaflet that provides details on how to make a placing request. Forms are available from the SLC website – www.southlanarkshire.gov.uk, schools, Q and A offices or by contacting Education Resources, Almada Street, Hamilton, phone 0303 123 1023. Completed forms should be returned as soon as possible to Education Resources, Almada Street, Hamilton ML3 0AE.

Enrolment date for 2018 is week commencing **15 January 2018**.

Flying start date

Pupils return to school on Thursday, 16th August 2018. Primary 1 pupils should also attend for the whole day from Thursday, 17th August 2017.

New Primary 1 pupils will be invited to spend some afternoons in the school during the summer term so that they and their parents can see something of the school and meet with staff and the Head Teacher. This provides an opportunity for parents/carers and children to meet school staff, visit the classroom in which they will learn, get to know their fellow classmates and engage in some fun activities.

Parents/carers wishing to place older children in this school should telephone the Head Teacher or visit the school.

Transport

School transport

South Lanarkshire Council has a policy of providing school transport to primary pupils who live more than one mile by the recognised shortest walking route from their catchment school. This policy is more generous than the law requires. This means that the provision of transport could be reviewed at any time. Parents who consider they are eligible should obtain an application form from the school or Education Resources, Hamilton, phone **0303 123 1023** or web www.southlanarkshire.gov.uk. These forms should be completed and returned before the end of March for those pupils starting the school in August to enable the appropriate arrangements to be made. Applications may be submitted at any time throughout the year and will be considered by Education Resources.

A paid privilege transport scheme is operated for mainstream school contracts where a pupil is not entitled to free school transport. Privilege transport will only be granted providing there is spare capacity on an existing school contract and will be from and to designated pick up and drop off points. Privilege transport will not be provided where a service bus is used on the school run. Any spare capacity will be allocated using agreed priorities. For more information on school transport contact Education Resources phone **0303 123 1023**.

Pick-up points

The designated drop-off/pick-up point for Beckford Primary is within Morrisons' Supermarket car park.

Where school 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 the 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 distance limit for school transport.

It should be noted that it is the parent's responsibility to ensure their child behaves in a safe and acceptable manner while travelling in and alighting from the vehicle. Misbehaviour can result in your child losing the right to school transport.

Parents are asked to note that South Lanarkshire Council does not provide transport for those pupils who attend school via a placing request.

Insurance for schools – pupils' personal effects

South Lanarkshire Council is concerned at the level of claims being received for loss or damage to pupils' clothing or personal effects. Parents are asked to note the Council's position in terms of insurance for pupils' personal effects:

(i) Theft/loss of personal effects

The Council is not liable for the loss or theft of pupils' clothing or personal effects for example mobile phones, tablets etc. and any items are therefore brought into the school at the pupil/parents' own risk.

Parents can assist by ensuring that valuable items and unnecessarily expensive items of clothing are not brought to school.

Teachers and other staff have been advised not to accept custody of any such items.

The same principle applies to musical instruments and other equipment used for activities within the school, which belong to the pupil, but are brought into the school. Parents should be aware that if such equipment is left in school, it is done at the pupil/parents' own risk.

In the case of valuable items such as musical instruments, parents should ensure that these items are covered by their own household insurance.

(ii) Damage to clothing

The Council is only liable for damage caused to pupils' clothing where the damage has resulted from the negligence of the Council or one of its employees. Claims arising otherwise will not be accepted by the Council's insurers.

Family holidays during term time

Every effort should be made to ensure that your child attends school during term time. Please contact the school as soon as possible if your child is unable to attend school.

Family holidays should be avoided during term time as this both disrupts the child's education and reduces learning time. If holidays are taken during times when the school is open parents should inform the school in advance by letter.

If your child is taken on a family holiday during term time then in line with Scottish Government advice this will be classified as an unauthorised absence. However, in exceptional circumstances schools may register a family holiday during term time as an authorised absence when for example, parents are unable to obtain leave during the school holiday period.

Clearly, absence with no explanation from parents will mean that the absence will be recorded as unauthorised.

In our approach to raising attainment and achievement it is recognised that attendance at school is something that should be continuously encouraged. Parents/carers, children and the school all have a part to play in encouraging and stressing the importance of attendance at school.

The school holiday dates and in-service dates are available from the website www.southlanarkshire.gov.uk

Promoting positive behaviour

It is the responsibility of staff within the school to ensure that parent council members, parents and pupils are involved in the creation of a positive school ethos that encourages good behaviour.

At Beckford, we recognise pupil success at our weekly award ceremony with a Star of the Week (nominated by the class teacher) and a Playground Star of the Week (nominated per class by the support staff). We have a special 'Values Award' which is awarded each week at assembly to the class who have modelled our school values throughout the week.

Other opportunities for celebrating success include weekly lines competitions, Go for Green Celebration and the use of praise, stickers and stampers.

Class teachers also devise their own strategies for positive encouragement depending on the age of their pupils.

Equally, the school whilst trying to promote positive behaviour must support young people should incidents or bullying occur. Parents have a significant role to play in working with the school so that teachers, parents and pupils know what is expected of them in trying to change the behaviour and attitudes that contribute to bullying behaviour.

Our approach is to create an environment where better behaviour will encourage better learning. The school, along with the support of parents, can work together to create a learning environment which young people can enjoy and feel safe.

Incidents of bullying should be reported to the school immediately so that each alleged incident can be looked at. Together we can work towards creating a safer school for children and staff.

In addition, a guideline (Promoting Positive Relationships and Behaviour) has been produced to support all teaching and support staff and inform them of their roles and responsibilities in respect of dealing with the small number of children and young people who display challenging behaviour. Early identification is crucial so that intervention can be provided to support children and young people to help them address their issues and concerns. Staff training is provided to help develop the skills needed to respond to and manage challenging behaviour. A wide range of appropriate staff development opportunities has been developed for this purpose.

There is a whole-school model for behaviour management named 'Going for Green' based on a promoting positive behaviour 'tree'. The homework diary communicates to parents their child's position on the tree on a daily basis. The full co-operation of parents/carers is vital in all aspects of children's education.

Beckford has a zero-tolerance approach toward bullying and all pupils and staff adhere to the guidance set out within South Lanarkshire Council's anti-bullying policy and 'Treat me Well at Beckford' – the establishment guidelines which can be accessed on the school website.

Child Protection

All staff in educational establishments in South Lanarkshire Council are required to receive an annual update and follow the advice and guidance contained within the Education Operating Procedures.

The shared vision for Lanarkshire's children is: "all children and young people in Lanarkshire have the right to be cared for and protected from abuse and harm in a safe environment in which their rights are respected." All agencies will work together in a collaborative way to promote the safety and wellbeing of children and young people in Lanarkshire.

The Chief Officers and Child Protection Committees of North and South Lanarkshire Council's are the driving force for ensuring that agencies individually and collectively work to protect children and young people as effectively as possible.

The Council has a duty in law to report suspicions that a child has been abused or is at risk of harm, in terms of the Children (Scotland) Act 1995. Therefore, Council staff have a professional and contractual obligation to report concerns to the head of establishment or the child protection coordinator immediately.

Education Resources staff and visitors from other agencies and services are required to follow these Child Protection Procedures to protect and support children and to fulfil their professional obligations to report all allegations or suspicions of child abuse.

For more information, or if you have a concern of a child protection nature, please contact the head of the educational establishment which your child attends.

The Council has produced an information leaflet – 'stay safe' for parents/carers on how to help ensure their child is safe when using the internet and mobile devices.

Copies are available from the school or the web: www.southlanarkshire.gov.uk

Information on emergencies

We make every effort to ensure the school remains open during term-time for pupils. However, on occasions circumstances may arise which can affect the school. Schools may be affected by, for example, severe weather, and power failures or through any other circumstances that may impact on the school day. In such cases we shall do all we can to let you know if this happens. We shall keep you in touch by telephone, text, where appropriate, letters, web news and through local radio stations particularly if there are prolonged periods of severe weather. The Council's website www.southlanarkshire.gov.uk will be used to let you know if the school is closed and when it will re-open.

It is important for parents/carers to let the school know of any change to your mobile/home telephone number and change of address.

If for any reason, you are unsure if the school is open visit the website www.southlanarkshire.gov.uk or email education@southlanarkshire.gov.uk

Your commitments

We ask that you:

- support and encourage your child's learning
- respect and adhere to the schools policies and guidance
- let the school know if you change your mobile/telephone number and/or address
- enjoy and take part in school activities
- accept your responsibility to respect staff who work in the school and for the school to be proactive in taking forward it's commitment to care for and educate your child.

Data Protection Act 1998

Information on pupils, parents and guardians is held by the school to enable the teaching, registration and assessment of pupils as well as associated administrative duties. The information is stored and used as per the requirements of the Data Protection Act 1998 with South Lanarkshire Council defined as the data controller. The Council have established a data protection policy that applies to all of its schools. For more information please contact the school.



Education Resources

School holiday Dates Session 2017/2018

Break	Holiday dates		
First Term	Teachers return	Tuesday	15 August 2017
	Pupils return	Thursday	17 August 2017
September Weekend	Close	Thursday	21 September 2017
	Re-open	Tuesday	26 September 2017
October Break	Close on	Friday	13 October 2017
	Re-open	Monday	23 October 2017
Christmas	Close on	Friday	22 December 2017
Second Term	Re-open	Monday	8 January 2018
February break	Close on	Friday	9 February 2018
Inservice Day		Wednesday	14 February 2018
	Re-open	Thursday	15 February 2018
Spring break/Easter	Close on	Thursday	29 March 2018
	Re-open	Monday	16 April 2018
Third Term			
Local Holiday	Closed	Monday	7 May 2018
Inservice Day		Tuesday	8 May 2018
	Re-open	Wednesday	9 May 2018
Local Holiday	Close on	Thursday	24 May 2018
	Re-open	Tuesday	29 May 2018
Summer break	Close on	Thursday	28 June 2018

Notes

- ◆ Good Friday falls on Friday, 30 March 2018
- ◆ *Lanark schools will close 7 and 8 June 2018*
- ◆ Schools will close at 2.30pm on the last day of terms 1 and 2 (Friday, 22 December 2017 and Thursday 29 March 2018)
- ◆ Schools will close at 1pm on the last day of term 3 (Thursday, 28 June 2018)



Education Resources

School holiday Dates Session 2018/2019

Break	Holiday dates		
First Term	Teachers In-service	Tuesday	14 August 2018
	In-service day	Wednesday	15 August 2018
	Pupils return	Thursday	16 August 2018
September Weekend	Close on Re-open	Thursday Tuesday	20 September 2018 25 September 2018
October Break	Close on Re-open	Friday Monday	12 October 2018 22 October 2018
	In-service day	Monday	19 November 2018
Christmas	Close on Re-open	Friday Monday	21 December 2018 7 January 2019
Second Term			
February break	Close on Closed on	Friday Monday and Tuesday	8 February 2019 11 February 2019 12 February 2019
	In-service day	Wednesday	13 February 2019
Spring break/Easter	Close on Re-open	Friday Monday	29 March 2019 15 April 2019
	Close on Re-open	Thursday Tuesday	18 April 2019 23 April 2019
Third Term			
Local Holiday	Closed	Monday	6 May 2019
	In-service day	Tuesday	7 May 2019
Local Holiday	Close on Re-open	Thursday Tuesday	23 May 2019 28 May 2019
Summer break	Closed	Friday	28 June 2019
Proposed in-service days	*Proposed date for teachers return (subject to consultation)		

Notes

- ◆ Good Friday falls on Friday, 19 April 2019
- ◆ *Lanark schools will close 6 and 7 June 2019*
- ◆ Schools will close at 2.30pm on the last day of terms 1 and 2 (Thursday, 21 December 2018 and Friday 29 March 2019)
- ◆ Schools will close at 1pm on the last day of term 3 (Friday 28 June 2019)
*Two in-service days proposed for August 2019 to be confirmed.

This annex gives a list of useful information and the links to the content is now available from the Council's website by accessing the following link

http://www.southlanarkshire.gov.uk/info/200186/primary_school_information/1264/curriculum_for_excellence/3

The list is not intended to be exhaustive and authors may wish to consider additional sources of school, local and national information, material and resources.

Contact Details

Education Scotland's Communication Toolkit for engaging with parents

The Scottish Government guide Principles of Inclusive Communications provides information on communications and a self-assessment tool for public authorities

Choosing a School: A Guide for Parents - information on choosing a school and the placing request system

A guide for parents about school attendance explains parental responsibilities with regard to children's attendance at school

Parental Involvement

Guidance on the Scottish Schools (Parental Involvement) Act 2006 provides guidance on the act for education authorities, Parent Councils and others

Parentzone provide information and resource for parents and Parent Councils

School Ethos

Supporting Learners - guidance on the identification, planning and provision of support

Journey to Excellence - provides guidance and advice about culture and ethos

Health and wellbeing guidance on healthy living for local authorities and schools

Building Curriculum for Excellence Through Positive Behaviour and Relationships outlines the Scottish Government's priority actions around positive behaviour in schools and is also a source of support

Scottish Catholic Education Service's resource 'This is Our Faith' which supports the teaching and learning of Catholic religious education

Curriculum

Information about how the curriculum is structured and curriculum planning

Information about the outcomes a learner can expect to experience and achieve across literacy, numeracy and health and wellbeing, as well as the 8 curricular areas

Advice, practice and resources to support the experiences and outcomes on literacy, numeracy and health and wellbeing

Broad General Education in the Secondary School – A Guide for Parents and Carers

Information on the Senior Phase

Information on Skills for learning, life and work

Information around the Scottish Government's 'Opportunities for All' programme

Information for organisations responsible for the planning, management and delivery of career information, advice and guidance services

The Skills Development Scotland website 'My World of Work' offers a number of tools to support career planning

Assessment and Reporting

Building the Curriculum 5: a framework for assessment provides guidance around the assessment framework

Information about Curriculum for Excellence levels and how progress is assessed

Curriculum for Excellence factfile - Assessment and qualifications

Information on recognising achievement, reporting and profiling

Transitions

Curriculum for Excellence factfile - 3-18 Transitions - provides information on the transitions children and young people will face throughout their education and beyond

Career Information, Advice and Guidance in Scotland - A Framework for Service Redesign and Improvement provides guidance on career information, advice and guidance strategy

Choices and changes provides information about choices made at various stages of learning

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

Supporting Children's Learning Code of Practice includes specific requirements on education authorities and others under the new legislation in relation to transition

Enquire is the Scottish advice service for additional support for learning

Parenting Across Scotland offers support to children and families in Scotland

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

Information about the universal entitlement to support that underpins Curriculum for Excellence

Supporting Children's Learning Code of Practice (Revised edition) - provides Statutory guidance relating to the Education (Additional Support for Learning) (Scotland) Act 2004 as amended

Getting It Right For Every Child and Young Person, is essential reading for anyone involved or working with children and young people, including practitioners working in adult services with parents and carers

School Improvement

Scottish Schools Online - provides a range of school information, including contact details, school roll, facilities, website, inspection reports

Education Scotland's Inspection and review page provides information on the inspection process

The Scottish Survey of Literacy and Numeracy (SSLN) is an annual sample survey which will monitor national performance in literacy and numeracy

Scottish Credit and Qualifications Framework (SCQF)

Scottish Qualifications Authority provides information for teachers, parents, employers and young people on qualifications

Amazing Things - information about youth awards in Scotland

Information on how to access statistics relating to School Education

School Policies and Practical Information

National policies, information and guidance can be accessed on the following:

Education

Health

Young People

Children (Scotland) Act 1995

Standards in Scotland's Schools (Scotland) Act 2000