

KINDNESS

FRIENDLY

CARING

RESPONSIBLE

RESPECTFUL



Education Resources



Beckford Primary School Handbook (January 2024)



~bebrilliantbeboldbebeckford~

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General Data Protection Regulation as supplemented by the Data Protection Act 2018 (GDPR)

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 lives and prospects for everyone in 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.

The priorities for all schools in South Lanarkshire are set out on the back page of the handbook.



Dear Parents/Carers,

The staff and children 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 life at Beckford Primary School and the learning experiences we provide.

At Beckford Primary our motto is to – 'Be Brilliant, Be Bold, Be Beckford', as we encourage our children to work hard, be resilient and try new things to be the best version of themselves at Beckford.

We work collaboratively with our children, staff, families and partners to create a warm ethos, where everyone in our school community feels welcome, safe and nurtured.

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.

Kind Regards,

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:	147
Stages provided:	Primary 1 – Primary 7
Denominational Status:	Non-denominational
Head Teacher:	Mrs Lynsey Hogg
Principal Teacher (Acting):	Ms Claire Reilly

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 or phone call will be arranged at the earliest opportunity.

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

Arrangements for Visiting the School

Should you wish to visit the school, please contact the school office to arrange a visit.

A member of the School Leadership Team will be happy to show you around.

3) School Ethos

Our school vision, values and aims were revised and reset in January 2023 following consultation with all stakeholders. We developed the motto to: '*Be Brilliant, Be Bold, Be Beckford*' encouraging our children to be the best they can be, to be brave and be the best version of themselves. We have all of these themes embedded in our school practice and have visuals around the school to remind us all of this.

Our School Values are:

Respectful
Responsible
Caring
Friendly
Kindness

Be Brilliant, Be Bold, Be Beckford



Our school rules build on our school values where our school community is encouraged to be:

Ready
Respectful
Safe



Our learners are provided with the opportunity to participate in a range of curricular and extra-curricular activities to work towards developing the skills and attributes of the four capacities of the curriculum, which are to develop as being; successful learners, confident individuals, an effective contributors and a responsible citizens.

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 – chosen by teachers)
- Playground Star (weekly from each class – chosen by support staff)
- Above and Beyond Award – Hot Chocolate Friday Award (weekly from each class and one child from the Head Teacher & Principal Teacher)
- Weekly assemblies



The pupils are represented in the Pupil Council and Sports Council where pupil voice contributes to school improvement developments.

School Ethos – House System

We promote a positive and supportive ethos within our House System. The children are allocated to one of four houses:

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

Each house has nominated a house captain and vice captain from Primary 7.



2023-24 House Captains

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 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 winning house will receive the house trophy and each child in that house receives a certificate in recognition of this.

Comments from our learners about life at Beckford Primary School:

We've got great people at Beckford!

It is really fun to come to Beckford - we are always doing different things.

The school prepares us really well for transitions like going to high school, they take our worries away!

We look after each other like family.

Comments from our families...

The school has built a vibrant, caring community that is welcoming to all children. This ensures all children feel safe.

It was good to see how blending and Literacy is taught. It will make it easier to help them learn at home.

(Following Family Literacy Workshop).

We work with various partners to support our whole school community. These include the partners below:

Mrs Rae McGilvray
Susan Gray
Miss Megan Glancy
Mr Hermie Longalong
Mrs Lynn Ruddock
Mrs Donna McTaggart

Specialist Support Teacher
Educational Psychologist
Active Schools Co-ordinator
Music Tutor
YFCL Coordinator (Whitehill)
YFCL Officer (Whitehill)

4) Staff List

Head Teacher:	Mrs Lynsey Hogg	
Principal Teacher (Acting):	Ms Claire Reilly	
Class Teacher:	Mrs Laura Gilfether	Primary 1
	Mrs Diane McDonald/Miss Kirsten Maguire	Primary 2
	Mrs Lisa Park/Miss Aimee Ronald	Primary 3
	Mrs Gillian Moir	Primary 4
	Mrs Andrea Graham	Primary 5
	Mrs Nicola McDonald/Miss Fiona Bradley	Primary 6
	Miss Catriona Cook	Primary 7
	Miss Erin Mitchell	CCC/Equity Work
Support Staff:	Mrs Anne Burrows	(Team Leader)
	Mrs Joyce MacNee	(Support Assistant)
	Miss Linda Beaton	(Support Assistant)
	Mrs Clare Maughan	(Support Assistant)
	Mrs Geraldine Glen	(Support Assistant)
	Mrs Yvonne McPartlin	(Support Assistant)
	Mrs Amanda Colville	(Support Assistant)
	Mrs Claire Meek	(Support Assistant)
	Mrs Laura Donnachie	(Support Assistant)
Janitor:	Mr Jim Gilmour	
Cleaning Staff:	Mrs Sharon Clelland	
	Mrs Katherine Cairns	
Dinner Hall Staff:	Mrs Mary Jane Gilmour	
	Mrs Kirsty Clark	
	Miss Dion Dobbie	
	Mrs Linda Allison (Breakfast Club)	

5. Attendance

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. It is important for the school to work with parents/carers in encouraging children to attend school. All absences 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:

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 by email. *For example if you know they have a hospital/dental appointment, please let us know in advance.*

• notify the school first thing in the morning (no later than 9.30 am) when your child is going to be absent. Let the school know the likely date of return and keep us 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 either in the UK or overseas 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 unauthorised absence.

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. (See section 7).

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, 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 as soon as possible. We shall keep in touch by the most appropriate method at the time normally through text message, and via our social media channels.

In cases of severe weather in the morning such as snow and a heavy frost and if there is a reason the school cannot open in the morning at the normal time, we will adopt the protocol for a delayed start until 10am.

If this is the case a message via social media and on the council's website will be posted.

The Council's website www.southlanarkshire.gov.uk will be used to let you know if the school is closed or has a delayed start. Further information will be provided later in the day as to whether the school will be open as normal the next day.

Things we need you to do:

- 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 – ask them what they have been doing.

- respect and adhere to the school's policies and guidance.
- accept your responsibility to respect staff who work in the school and for the school to be proactive in taking forward its commitment to care for and educate your child.

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 able to demonstrate they have been 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

6. Parental involvement/Parent Council

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/downloads/file/13457/parents_as_partners_-_strategy_2019

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.

Every parent with a child at school is automatically a member of our parent forum. The Parent Council is a formal group, with a constitution, and acts as the Parent Voice of the school.

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

Parentzone Scotland is a unique website for parents and carers in Scotland, from early years to beyond school. The website provides up-to-date information about learning in Scotland, and practical advice and ideas to support children's learning at home in literacy, numeracy, health and wellbeing and science. Information is also available on Parentzone Scotland regarding additional support needs, how parents can get involved in their child's school and education.

Parentzone Scotland also has details about schools, including performance data for school leavers from S4-S6 and links to the national, local authority and school level data on the achievement of Curriculum for Excellence levels.

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

Victoria McLellan

Treasurer

Laura Bell

Vice Chairperson

Sharon Brown

Secretary

Vacancy

7. 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 forward looking, coherent, flexible and an enriched curriculum that provides young people with opportunities to engage with the knowledge, skills and attributes they will need to flourish in life, learning and work.

The curriculum places learners at the heart of education and at its centre are four fundamental capacities - successful learners, confident individuals, responsible citizens, and effective contributors. It 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.

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 curricular 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 [Scotland's Curriculum for Excellence \(scotlandscurriculum.scot\)](http://scotlandscurriculum.scot)

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 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 genres. In Reading our 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 where they have the opportunity to learn Mandarin and Scots.



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.

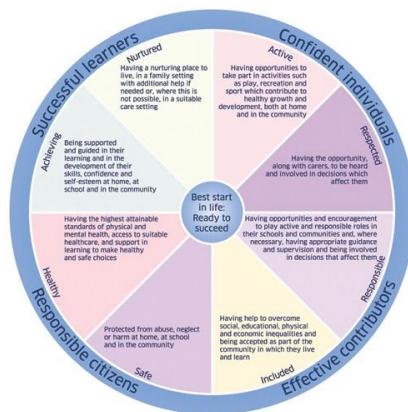
The framework is structured into the following organisers:

- 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.

Our Primary 5s get the opportunity to take part in a block of swimming lessons at Hamilton Water Palace and our Primary 5-7s take part in different sporting events ran by Active Schools including football, girls football and netball.

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 themes 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.

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.

Digital Education motivates and purposefully engages children in their learning. Digital Education 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



I can extend and enhance my knowledge of digital technologies to collect, analyse ideas, relevant information and organise these in an appropriate way. TCH 2-01a

Through play a child develops their cognitive, social, emotional and physical capacities. Realising The Ambition (2020)



Having determined which calculations are needed, I can solve problems involving whole numbers using a range of methods, sharing my approaches and solutions with others. MNU 2-03a

Outdoor learning offers many opportunities for learners to deepen and contextualise their understanding within curriculum areas.
CFE Through Outdoor Learning



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.

8. 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 though out the school year.

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 Leadership 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 tracking, target setting and planning sessions with teachers.
- Tracking of pupil achievement and attainment.

We want to share with you on how your child's learning is progressing. We do this through parent consultations (October and March each year), individual learner reports (annually) sharing of termly snapshot assessments and sharing of Additional Support Plan progress (if your child has one in place).

9. Reporting

As noted above the Senior Leadership Team, work in partnership throughout the year with teaching and support staff to track and assess pupils' progress and plan their future learning.

We will provide parents with reports so that you can see what your child has been learning 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 'learner 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.

10. Transitions

Enrolment – how to register your child for school.

To register your child for school you should complete our online registration form. This can be done using the South Lanarkshire website.

www.southlanarkshire.gov.uk/info/200186/primary_school_information/392/enrolling_your_child_for_school

If you have any difficulty in identifying your catchment school, please email Edsuppserv.helpline@southlanarkshire.gov.uk

The online registration form will ask you to provide each child's full birth certificate and two pieces of recent official documentation both containing your permanent home address for example a utility bill, council tax statement, housing rent card, child benefit documentation.

Proof of where the child lives may also be needed.

If your child is due to start school in August 2024, you can enrol online from Monday 8 January 2024. Your catchment school will contact you between Monday 15 to Friday 19 January 2024 to confirm your enrolment.

If your child attends the nursery of your catchment school, please do not assume that they will automatically be transferred. You must register them as normal at the school that is in the catchment area for your home address

If parents want their child to go to another school, they must enrol in the first instance with their catchment school and intimate that they wish to make a placing request. An online placing request form is available from the SLC website – www.southlanarkshire.gov.uk or by contacting edsuppserv.helpline@southlanarkshire.gov.uk or phone **0303 123 1023**.

Change of School/Placing Request

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 edsuppserv.helpline@southlanarkshire.gov.uk or **0303 123 1023**.

Transition from primary to secondary school

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 on events designed to support P7 children before they move on to secondary school.

11. Support for Pupils

Getting it right for every child.

Getting it right for every child (GIRFEC) supports families by making sure children and young people can receive the right help, at the right time, from the right people. The aim is to help them to grow up feeling loved, safe and respected so that they can realise their full potential.

Most children and young people get all the help and support they need from their parent(s), wider family and community but sometimes, perhaps unexpectedly, they may need a bit of extra help. GIRFEC is a way for families to work in partnership with people who can support them, such as teachers.

If you have any concerns about your child's wellbeing, you can speak to the named person who will work with you to provide support and decide how to move forward. Your school will let you know who this is. It is likely to be the Head Teacher in a primary school and a principal teacher (pupil support) in Secondary.

More information can be found on: 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.

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.

Attachment Strategy for Education Resources

Attachment – what we do to support children and young people

South Lanarkshire Council Education Resources is committed to improving outcomes for children and young people by creating emotionally supportive learning experiences in our nurseries and schools.

The Education Resources Attachment Strategy supports the action in the 'Getting it Right for Every Child in South Lanarkshire's Children Services Plan 2021-23', following the launch of the Attachment Strategy in 2020, to provide staff training in Attachment and Trauma based practice.

What does it set out to do?

The aim of the strategy is to promote better experiences of attachment for South Lanarkshire's children and young people and to ensure that all education practitioners understand the importance of attachment theory and its application and how positive relationships can make a difference to outcomes.

How can I find out more?

South Lanarkshire Council Education Resources have published a series of leaflets and posters for establishments and for parents/carers which aim to share information on attachment theory and on how this informs the ways in which we support children and young people.

These are available in schools and on the SLC Staff Learning Centre Sway accessible by teachers and staff.

12. School Improvement

Main achievements of the school session up until March 2023 include:

Literacy:

- New learner planning tools for writing were introduced in August 2023 and reviewed tracking for assessment of writing pieces introduced in November 2023 at our snapshot termly assessment point.

- The Reading Improvement Working Party have written a new policy for learning, teaching and assessment of reading for Primary 1-3 and a separate policy for Primary 4 to 7, was introduced in August.
- The Equity Funded Teacher and support staff have delivered interventions to learners from Primary 1 to Primary 7 including 5 Minute Box, IDL Literacy, Toe by Toe, Word Wasp/Hornet, as well as supporting them with their reading programme for learning also.

Numeracy:

- SLC pathways for Numeracy and Mathematics have been introduced to support planning from Primary 1 to 7, to ensure consistency of planning across all levels from Early Level to Second Level and beyond.
- The Numeracy and Maths Improvement Working Party produced yearly overviews of Numeracy and Maths concepts for each stage of the learning pathways, to support teachers when planning.
- Termly assessments have been created for most stages, which link to the yearly overviews. This is to help ensure that there is evidence for all areas of learning in Numeracy and Maths.

HWB:

- All stakeholders were consulted and a reviewed Vision, Values and Aims developed through this work. The value of 'Kindness' was added to our current values and the motto: 'Be Brilliant, Be Bold, Be Beckford' introduced.
- All stakeholders were consulted and a reviewed Anti-Bullying Policy has been created this term which was launched during Anti-Bullying Week in November 2023.
- A new Wellbeing and Forest Schools Group called 'Beckford Buds' was introduced in August 2022 and has continued this session. The group has consisted of learners from Primary 1 to 5 and has provided the children with targeted wellbeing input and weekly forest schools activities, focusing on recognising emotions, building confidence, resilience, co-operation and problem-solving skills.

Other Curricular Areas:

- The Science Improvement Working Party have developed revised pathways from Early Level to Second Level for Science, making links with learning in Social Subjects and STEM.
- A Science Position Statement has also been developed to support a consistent approach to learning, teaching and assessment of Science. These revised pathways are now being implemented at all stages.

We have used funding to support pupil equity during the session to:

- Support targeted learners across all stages of the school in our aim to improve attainment and reduce the poverty related attainment gap in numeracy, reading, writing, talking and listening.
- As a school we recognised that our largest poverty related gap is with regards reading and writing. The gap in reading has been targeted through interventions for identified learners including IDL, Word Hornet, Word Wasp, Toe by Toe, Power of 2, Plus 1, Five Minute Box etc

and by targeting support for learners during writing sessions with the support of the Equity Teacher in addition to the class teacher.

- An additional member of teaching staff through the equity funding has allowed us to target individual pupils and groups to ensure appropriate support and challenge within classes.
- All stakeholders were encouraged to vote on three options for Participatory Budgeting with the most votes going to reduced costs for school trips. This funding along with some support from our Parent Council gave opportunities for each class to go on at least three educational excursions out with the school building. Primary 5 had their 12 week swimming sessions paid for through the PEF funding also.

Further information on these areas can be found in the School Standards and Quality Report for 2022-23 and School Quality Improvement Plan for 2023-24 are available on the school website.

13. School policies and practical information

School Meals

Primary pupils

Healthy eating is something that the school supports, and a range of meals are available at lunchtime that meet the Nutritional Requirements for Food and Drink in Schools (Scotland) Regulations 2020

For their lunch each day pupils have the option to choose from two hot meal options plus a snack option. These are all served with vegetables or side salad. All meals also come with fresh chilled drinking water, salad, seasonal fruit and depending on the day - soup or a dessert.

Milk will be available for those pupils entitled to free school meals through the free school meal eligibility scheme at morning break or lunchtime.

Pupils in:

Primary 1 - 5 receive a free school lunch.

Primary 6 - 7 meal cost is £2.05.

School lunches and milk can be paid for through your Parentpay account or Paypoint facilities in local shops.

NB School Meal prices are reviewed annually and may be subject to change

Adapted diets

If your child within Nursery, Primary or Secondary requires an adapted diet for medical reasons please speak to the school/nursery office who will provide the request form for you to complete. In addition, if you have a halal or vegan diet request for your child, please speak to the school office who will provide you with a request form.

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 £726 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 £8,717 as assessed

by the HM Revenues and Customs), Child Tax Credit Only (where your gross annual income does not exceed £18,725 as assessed by the HM Revenues and Customs) or receive support under Part VI of the Immigration and Asylum Act 1999.

If you are in receipt of Housing Benefit and/or Council Tax Reduction from us there is no need for you to apply online, we will use the information we hold to automatically award free school meals (P6 to S6) and/or school clothing grants (P1 to S6) to eligible families.

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.

Breakfast Club

The pupils are welcome to start their day at our school breakfast club, which is always well received. Breakfast Club is free to all children in South Lanarkshire Council, and it runs between 8.14 am and 8.45 am each day. It is supervised by a member of our support staff each day.

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. This also now includes nursery children aged 3 and 4 years old.

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.

Lunch 12.15 p.m. – 12.45 p.m.

Information on holiday dates (including in-service days) should be provided for the forthcoming session.

School holiday dates and in-service dates are available from the website

www.southlanarkshire.gov.uk

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 complete a form online www.southlanarkshire.gov.uk or contact **0303 123 1023**. 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 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. More information on school transport is available www.southlanarkshire.gov.uk/info/200188/secondary_school_information/545/school_transport or phone **0303 123 1023**.

Pick-up points

The designated drop-off/pick-up point for Beckford Primary is within Morrisons' Supermarket car park, alternatively we have permission to use the first car park on the grounds of Hamilton Academical's 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.

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. 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.

Our ultimate goal is to ensure that with Better Relationships, we achieve Better Learning and Better Behaviour.

At Beckford there is a whole-school approach to promoting positive relationships and behaviour. There are three school rules which the children are all aware of within the school:

- READY
- RESPECTFUL
- SAFE



We encourage the children to work towards demonstrating above and beyond behaviours in class through our school values. Children are recognised for demonstrating these behaviours on the recognition walls in class. The aim is to 'reach for the stars', ie to go as far as they can go each week on the wall. Each class design their own theme for their recognition walls.

From time to time, some children require additional guidance or support to redirect their behaviour in a positive manner. When this is the case, the child may be asked to take a short period of reflection at the time they are not following our school rules. At this time a member of staff will hold a restorative conversation with the child to support them to redirect their behaviour in a positive way. The aim is to support the children to refocus and continue with their learning. Should your child be unable to do so, he/she may be placed on amber or red and will be referred to SMT.

Every Friday a child in each class is nominated to attend HOT CHOCOLATE FRIDAY with Mrs Hogg or Miss Reilly. Staff nominate someone who has shown over and above behaviour during that week with regards; resilience, contribution within school and the community or for achievement. Mrs Hogg and Miss Reilly also nominate a child to attend.

At Beckford, we also recognise pupil success in other ways at our weekly award ceremony with a Star of the Week, which is mainly a learning focused award (nominated by the class teacher).

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

Child Protection

All staff in educational establishments in South Lanarkshire Council receive an annual Child Protection update and are required to follow the advice and guidance contained within relevant Education Operating Procedures. They must also complete a mandatory Learn on Line Course "Child Protection in Education".

South Lanarkshire's children's services partnership works together to support children, young people, and their families so that children grow up in communities where they are safe, healthy, active, achieving, respected, responsible and included, and have the opportunity to achieve their full potential. They are committed to continuously improve our services to ensure children, young people and their families get the right support at the right time.

Sometimes children and young people need additional help to make sure that they are "*cared for and protected from abuse and harm in a safe environment in which their rights are respected*" (CPC South Lanarkshire Child Protection shared vision). The Child Protection Committee has the overarching responsibility to ensure that agencies individually and collectively work to protect children and young people as effectively as possible.

All staff have a responsibility to report any suspicions that a child has been abused or is at risk of harm, abuse, or neglect. Robust procedures and guidance are in place to support education staff to: -

be alert to signs that a child may be experiencing risks to their wellbeing,
report concerns to the head of establishment or the child protection coordinator without delay.
be actively engaged in support and protection and development of wellbeing.

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

The Child Protection Committee's website has a range of useful information for parents/carers to help them keep their children safe. www.childprotectionsouthlanarkshire.org.uk

General Data Protection Regulation as supplemented by the Data Protection Act 2018 (GDPR)

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 GDPR, with South Lanarkshire Council defined as the data controller. The Council have established a data protection policy that applies to all of its school. Education Resources has also prepared a privacy notice (below) which sets out how we will deal with personal information as part of our statutory function as an education authority. For more information please contact the school.

Privacy Notice

Introduction

In line with the General Data Protection Regulation (GDPR) we have produced this privacy notice to inform you how we deal with personal information as part of our statutory function as an education authority.

The Council has a legal obligation to deliver effective education services to children, young people and adult learners in South Lanarkshire. In order to do this we need to collect personal information about children, young people and their families so that we can help them to learn and keep them safe.

Using your personal information

The Council is a “controller” of the personal information you provide when enrolling for a nursery or school, applying for an education service or participating in groups or activities provided by Education Resources.

Information we collect from you about you and your child at enrolment

When you enrol for a nursery or school, we ask for the following information:

- parent/carer contact details (name, address, phone, email);
- the child’s name, date of birth, gender and address;
- information about medical conditions, additional support needs, religion and ethnicity;
- any information you may wish to provide about family circumstances.

Information we collect at other times

We will also collect information at other times such as when you apply for a benefit, request a services or other support. We will provide an additional privacy notice at these times.

If you apply for an education service or benefit, such as school transport, free school meals, clothing grant, placing request or EMA, we will also ask for personal information as set out above. We will also ask for information about your income for education benefits applications.

If you make a request for additional support such as an educational psychologist or other support for learning, we will ask for more detailed information to allow us to provide the most appropriate support for your family. This may include information about family circumstances or medical conditions.

If there are concerns about your child’s wellbeing and/or your child has needs that may require additional support, we will wish to work with you to collect and consider information to enable us to help you get the right support at the right time in line with the Getting it right for every child approach.

We require this information to ensure that children and young people are educated appropriately, supported, and that we take account of their health and wellbeing. We will also ask you to update this information annually and to tell us when there are changes to your details.

Information that we collect from other sources

As an education authority and as part of our statutory function in accordance with our legal obligations, we receive information from other sources such as the SQA, the NHS or Social Work about you or your child, this includes:

- exam results and assessment information;
- information about health, wellbeing or child protection.

Why do we need this information?

We need this information so the Council can ensure it is delivering education services appropriately to all learners:

- for the education of children, young people and adult learners;
- for teaching, enrolment and assessment purposes and to monitor the educational progress of children, young people and adult learners ;
- to keep children and young people safe and provide guidance services in school;
- to identify where additional support is needed to help children, young people and adult learners with their learning;
- to maintain records of attendance, absence and behaviour of children and young people (including exclusions);
- to support children and young people moving on each year from nursery to primary, primary to secondary and when they move or leave school;
- to help us develop and improve education services provided for young people, adult learners or families
- In accordance with our legitimate interests as an education authority we will also use your information to create statistical reports.

We will share your information with:

As an education authority and as part of our statutory function in accordance with our legal obligations we will share information with other bodies or parts of the Council, including:

- The Scottish Government and bodies such as Education Scotland, Scottish Qualifications Authority, Skills Development Scotland and other organisations that support children and young people's learning;
- Other parts of the Council when required for services such as school meals, school transport, education benefits and with Social work in connection with any child protection concerns we become aware of;
- The NHS, to support health initiatives in accordance with the legal obligation on the Council in terms of section 39(3) of the National Health Service (Scotland) Act 1978;
- South Lanarkshire Leisure and Culture Limited, where children and young people are participating in sports and leisure activities;
- Other schools/local authorities – if a child moves or transfers to another school the Council has an obligation to pass on information with regards to pupil records to the new school/local authority.

You have the right to access your personal information as well as the rights of rectification, erasure, restriction and the right to object. For information on these rights and how to exercise them or for information about how we manage your personal information, you can get a copy of our full privacy notice from our website:

(https://www.southlanarkshire.gov.uk/info/200235/meta/1730/general_privacy).

Our full privacy notice will also provide information on how to make a complaint or to request a paper copy of the privacy notice from the Data Protection Officer.

Appendix A

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 National Parent Forum for Scotland; www.npfs.org.uk

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 literary, 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.

The Scottish National Standardised Assessment- in Scotland, pupils in P1, P4, P7 and S3 complete online standardised assessments in literacy and numeracy as part of their everyday learning and teaching.

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.

Scottish Credit and Qualifications Framework (SCQF)

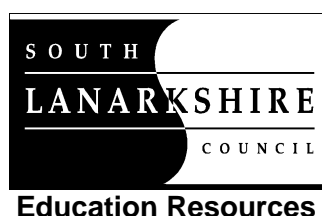
Scottish Qualifications Authority provides information for teachers, parents, employers, and young people on qualifications.

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: from the Scottish Government website on www.gov.scot with an update on school inspection outcomes being available via the Education Scotland website.



School holiday Dates Session 2023/2024

Break	Holiday dates		
First Term	Teachers In-service	Monday	14 August 2023
	In-service day	Tuesday	15 August 2023
	Pupils return	Wednesday	16 August 2023
September Weekend	Closed on Re-open	Friday Tuesday	22 September 2023 26 September 2023
October Break	Closed on Re-open	Monday Monday	16 October 2023 24 October 2023
	In-service day	Monday	13 November 2023
Christmas	Closed on Re-open	Monday Monday	25 December 2023 8 January 2024
Second Term			
February break	Closed on	Monday & Tuesday	12 February 2024 13 February 2024
	In-service day	Wednesday	14 February 2024
Spring break/Easter	Closed on Re-open	Friday Monday	29 March 2024 15 April 2024
Third Term			
	In-service day	Thursday	2 May 2024
Local Holiday	Closed	Monday	6 May 2024
Local Holiday	Closed on Re-open	Friday Tuesday	24 May 2024 28 May 2024
Summer break	Close on	Wednesday	26 June 2024
Proposed in-service days	15 & 16 August 2024		

Notes

- ◆ Good Friday falls on Friday, 29 March 2024
- ◆ *Lanark schools will close Thursday, 6 June 2024 and Friday, 7 June 2024*
- ◆ Schools will close at 2.30pm on the last day of terms 1 and 2 (Friday, 22 December 2023 and Thursday, 28 March 2024)
- ◆ Schools will close at 1pm on the last day of term 3 Wednesday 26 June 2024)
*Two in-service days proposed 15 & 16 August 2024.

KINDNESS

FRIENDLY

CARING

RESPONSIBLE

RESPECTFUL

Support for Pupils

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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

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 from the Scottish Government website on www.gov.scot