



Calderwood Primary School Handbook 2016



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1. Introduction by Head Teacher



On behalf of all our staff, I would like to warmly welcome you to our school. My name is Lisa Quinn and I am privileged to be the Head Teacher of Calderwood Primary.

Our expectations for every child at Calderwood are reflected in our shared school motto which states that 'the sky is the limit.' My goal as the Head Teacher is to ensure we nurture the strengths and talents of every child in the school.

The staff in Calderwood work closely together to nurture every pupil to reach their full potential and we take every opportunity to celebrate the pupil achievement during their learning journey. We encourage all our pupils to develop a love of learning and to strive for excellence. We encourage all our children to play a responsible and caring role in the life of our school and within the local community and beyond.

The atmosphere in our school is happy, relaxed and supportive. We have very high expectations of pupil behaviour and children are guided to take responsibility for making positive choices. Children are rewarded for their efforts and we invest considerable time building pupil confidence, resilience and self esteem. We take pride in the highest level of pastoral care we provide for our children and families.

Our community is an extension of our school and we aim to develop relationships in an atmosphere of trust and partnership. We welcome the opportunity for you to be a partner in your child's learning and we encourage you to become involved. Parental participation is outstanding in Calderwood Primary and we welcome your participation as a full member of our school community through our Parent Council or as part of the wider Parent Forum.

Our school role is currently 382 pupils in 13 classes across the school. There is an additional teacher in two classes within the school. The school is non-denominational. We have children from many different cultures and religions and we value and widely celebrate diversity. We are an extremely inclusive school where children are at the centre of their learning.

Her Majesty's Inspectors of Education visited Calderwood in March 2010. This was an extremely positive report and the school was awarded 'very good' evaluations in all 5 key areas of inspection. The report can be found on the HMie website. <http://www.hmie.gov.uk/>

There was one recommendation in the report which stated-
'Build on existing good practice to provide children with consistently high-quality learning experiences and continue to raise standards of attainment'

Since the inspection we continue to grow from strength to strength and a recent parental survey suggested that our parents are extremely happy with our progress.

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.

2. Our Staff



Head Teacher
Mrs L Quinn



Depute Head Teacher
Mrs J Laing



Depute Head Teacher
Mrs J Ring



Principal Teacher
Mrs M Waddell



Class Teacher
Mrs S Sangray



Class Teacher
Miss L Ferguson



Class Teacher
Mrs N Allison
3 days



Class Teacher
Mrs E MacKillop
3 days



Class Teacher
Mrs L Keenan
3 days



Class Teacher
Ms N Gray



Class Teacher
Ms J McGuire



Class Teacher
Mrs I Bloomer



Class Contact
Reduction Teacher
Ms A Sommerville



Class Teacher
Mrs L Ferguson



Class Teacher
Mrs C Zabiega



Class Teacher
Mrs F Mossman



Newly Qualified
Teacher
Ms R Dowling



Area Cover Class
Teacher
Mrs L Shaw



Area Cover Class
Teacher
Ms A Henderson



Area Cover Class
Teacher
Mr Matts



Area Cover Class
Teacher
Ms Simpson



Clerical Assistant
Mrs J McEvinney
Team Leader



Support Assistant
Mrs N Ferguson



Support Assistant
Mrs C Winters



Mrs M Patterson
Support Assistant



Mrs E Campbell
Support Assistant



Mrs J McFarlane
Support Assistant



Mr E Morrison
School Janitor



Catering Supervisor
Mrs S Dumbreck



Duty Cook in Charge
Mrs K Craig















Cook
Ms N Gennett



Cook
Mrs C Guthrie

3. Keeping in Touch / Contacts

	<p>School Address</p> <p>Calderwood Primary School, Buchanan Drive, Rutherglen. G73 3PQ</p>
	<p>Phone. 0141 647 1277</p>
	<p>Fax. No. 0141 647 9241</p>
	<p>Head Teacher gw09quinnlisa4@glow.sch.uk</p>
	<p>office@calderwood-pri.s-lanark.sch.uk</p>
	<p>http://lq97.wordpress.com/ Head Teacher blog</p>
	<p>Calderwood Parent Council Facebook</p>
	<p>Calderwood Primary School Website http://www.calderwood-pri.s-lanark.sch.uk/</p>
	<p>Opening Hours 9-3pm</p>
	<p>Playtime 10.30-10.45am Lunch Downstairs classes (12.30-1.15pm) Upstairs classes (12.45-1.30pm)</p>
	<p>After School Provision (Private provision based in Calderwood Primary managed by Mrs Vetinia Gorman)</p>
	<p>Parent Council Website www.calderwoodparentcouncil.com</p>

4. 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 and/or the Parent Teacher Association 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

We highly value the excellent relationships we celebrate with parents at Calderwood. Parents are warmly welcomed in the school. Calderwood Primary School has an extremely active **Parent Council** whose members are dedicated to working in partnership with the school to enhance the children's educational experiences. The Parent Council meets on the **first Thursday of every month** in the school.

As the Primary 7 children move on to secondary school, we lose some of our parent members. In order for the Parent Council to continue to actively support the school, we are always looking for new members. The Parent Council meetings are informal and very welcoming so please come along. Being a Council member means you are only expected to give what you can in terms of your time, help and support.

If you would like to find out how to join or wish to find out more about parental involvement please contact our Chairperson Jayne Swanson. The Parent Council Website can be accessed at www.calderwoodparentcouncil.com We also have a Parent Council Facebook page too. This is another method we use to keep the parent body involved in the life of the school.

In addition to the monthly Parent Council Meeting, Parent Council members participate in a variety of sub-groups; fundraising, transitions, communications, garden etc. There is something for everyone and you will be made very welcome!

5. Partnerships with the Community

Calderwood celebrates excellent relationships within the local community. The school works in close partnership with local business and we are hugely grateful for the ongoing support we receive. The school reciprocates and the children can be found singing down in Rutherglen Library, performing at the Autumn Club in Burnside or even litter picking down in Overton Park. Local business partners and parents are often invited to visit the school and share their knowledge of the world of work with the children. Parents and family friends often visit the school to enhance planned aspects of the children's learning.

The children take pride in their local environment and they enjoy participating and supporting the work of 'Friends of Overton Park.' Our new Community Unity Pupil Leadership Group will also be looking at new and innovative ways of developing our community partnerships.


We work very closely with the Reachout Trust and Stonelaw Church. Ross Murray from the Reachout Trust, Therese Reid and Alistair May from Stonelaw Church can often be found visiting Calderwood. They support during assemblies, at the Scripture Union Club and provide personal support to individual pupils and staff when required.

The children are very eager to support local charities and have eagerly fundraised for many different charities including Bobath Scotland, Yorkhill Hospital, Yorkhill Hospital Radio (Radio Lollipop, Children 1st, Help for Heroes and many more! We fully support our local food bank and regularly provide generous donations during the school session.

We also nurture partnerships further afield; e.g. supporting a team of mums who flew out to Africa to work with volunteer teachers. We have also hosted an education exchange visit with a French Teacher and shared resources and ideas to enhance the teaching of French at Calderwood. Our Pupil Leadership Group, the Globe Trotters are also developing a partnership with a school in South Africa.

The school also works closely with neighbouring schools and has hosted a number of events to enhance partnerships and transition e.g. Bridge Building Day.

Community matters to Calderwood!



Papa Bruce reads his new book to the children



Mum, Suzanne Stevenson, accepts the Jewson Building a Better Community Award for Calderwood



Parents and grandparents lend a hand in the garden!



The children make a difference to others in the community through their Marie Curie Pots of Care Project



The children working in partnership with 'Glasgow the Caring City' refurbishing this set of drawers.



The children visit Tesco in Rutherglen. Tesco are strong community partners of Calderwood Primary

6. School Ethos

A vision is the ability to think or plan the future with imagination or wisdom. When we reviewed our school Vision, Values and Aims we gathered the views of parents, staff, children and community partners to try to capture the ethos and aspirations of our school community. Our values are the things which matter most to us at Calderwood.

Our Vision

At Calderwood we are committed to providing a welcoming, safe, nurturing and inclusive environment for our children and families.

Innovation and creativity is at the forefront of our journey. Every child is encouraged and supported to reach their potential.

Leadership is promoted throughout the school, empowering our learners and staff to strive for excellence in all we do.

We highly value and celebrate the outstanding partnerships between parents, the wider community, business and the school.

Calderwood children are high achieving, high attaining and happy learners!

Our Values

Respect

Leadership

Compassion, nurture and care

Ambition, Achievement and Attainment

Partnership and communication

Enthusiasm and Commitment

Diligence and resilience

Equality and inclusion

Creativity and innovation

Excellence

Our Aims

(Written by Calderwood pupils)

We will work together with amazing people to help us in our learning

We will be supportive of everyone's talents as everyone is equal

We will make each other feel safe and care for one another

We will treat each other like a family

We are happy, feel at home and we belong

We will show respect and think of one another

We will make sure everyone feels included

We will be an expressive and creative school

We will have fun while we learn!

We have more detailed aims relating to our school improvement plan which can be viewed on the school website.



7. Celebrating Achievement

Achievement is extremely important at Calderwood. As a school community we come together on a weekly basis at a whole school assembly to celebrate the wider achievements of the children.

On a monthly basis the **Head Teacher Awards** or special certificates are presented to children from each class. The criteria for the awards changes each month closely related to the

promotion of our school values. We also celebrate wider achievements and every class displays an achievement board on their classroom wall. Children display super pieces of work, sporting certificates, medals, etc...

We also celebrate children's achievements from out with school. We recognise the talents and strengths of all our children and we invite parents to inform the school of their child's achievements through our recognition of achievement system.

Calderwood children are extremely high achieving in many different ways and we aim to nurture the talents of each child during their time at Primary School.

We are very proud of our children's wide ranging achievements. Here are just a few recent examples:



Dr Alistair Allan, Government Minister visiting Calderwood during the launch of Tig Tag Science

Mrs Waddell's class raise £1849 during their Micro Tyco Project for the Wild Hearts Foundation. A huge achievement!



The children prepare their Fair Trade Valentine Tuck Shop with Eilidh from Stonelaw High School.



8. 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 if they are 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 enable Curriculum for Excellence to be fully embedded, ensuring 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 website www.curriculumforexcellence.gov.uk or www.parentzonescotland.gsi.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.

Within each curriculum area there are a number of Experiences and Outcomes which your child will experience at different stages in the school. In order to help parents make sense of the Experiences and Outcomes within a Curriculum for Excellence, we have provided a few examples showing what this might look like in our classrooms.

Literacy and English

Reading

At Calderwood Primary school we aim to create a reading rich environment for all our children where a love and joy of reading is fostered!

Whilst learning discrete reading skills is vital, recent research into reading shows that developing positive attitudes to reading can also play a key role in children's development:

'Young people who enjoy reading very much are nearly five times as likely to read above the expected level for their age.' (Children's and Young People's Today, National Literacy Trust, 2012)

Our teachers purposely plan every term for ways in which they can encourage reading engagement amongst our children, including making full use of our school library with its electronic lending system.

In class, our children experience a wide variety of texts in different media from studying novels to Scots language and spoken word. Our aim is to expose our children to as wide a variety of text as possible.

Our children are taught Curriculum for Excellence reading strategies. These strategies are taught as tools to help children understand what they have read. At Calderwood our focus is not only on teaching children the mechanics of how to read but also on equipping children to understand what they have read also and in transferring these skills into all areas of the curriculum and indeed life.

Throughout the year, the school also organises special event days e.g. 'Roald Dahl Day' to foster readers who read for pleasure also.

Writing

Formal writing lessons take place once a week in Calderwood. Our children are of course writing everyday across the curriculum and for a variety of purposes.

The formal skills of writing are taught once a week and reinforced throughout the curriculum.

In addition to this, every term our children will experience at least two writing weeks.

A writing week is where the focus in literacy is on writing throughout the week.

This allows the children opportunities to study writing at a deeper depth and gives them a fuller experience of the writing process from planning a piece of writing at the very beginning, to redrafting and editing of a final piece.

Every term in writing, throughout our school children will experience being taught...

- Imaginative Writing
- Poetry Writing
- Writing from another genre

Spelling

At Calderwood Primary School we aim to deliver a robust spelling programme throughout our school to ensure our pupils become confident and successful spellers. A multisensory approach is used in the teaching of spelling and phonics. During teaching and learning activities, children will be involved in seeing, hearing, speaking and touching the taught spelling pattern or sound. This multisensory approach to spelling ensures that all learning styles and preferences are taken into consideration and that the spelling pattern/sound is reinforced in a variety of different ways.

- Spelling is taught daily for short periods of time. It is taught in short burst activities that last approx 15-20 minutes



- There is direct teaching on the phonetic sound, spelling pattern or rule at the beginning of the week. The sound, pattern or rule will be explicitly taught by the teacher and reinforced throughout the week.
- Common Words are taught from P1-P7. Each stage will have a common words list to learn.

Written formal spelling tests take place to assess how well children have learned certain spelling patterns. This happens every couple of weeks or once a month. They happen when more than one spelling pattern has been taught. This stops the memorising of words and lack of transfer of skills.

Every year all children in Primary 3 to Primary 7 participate in a summative spelling assessment called a 'SWST' test—(Single Word spelling Test). These scores are then recorded electronically enabling us to see progression in each child as they move through the school and allowing us to evaluate our teaching of spelling.

Handwriting

In Calderwood, handwriting is taught in short but frequent lessons in order to have the greatest impact and to help improve standards. Calderwood teaches letter sizing, formation and joining based on 'Nelson Handwriting' font and script. A strong emphasis is set at the start of each school year, to set the standard for the year ahead. Time is taken to discuss with children correct seating positions, pencil grasps, and correct pencils to use etc. Teachers discuss with children the relevance and importance of handwriting and the messages it can convey to the reader depending on its appearance. Within Calderwood we emphasise that handwriting is a skill and is something that can be improved upon. Children are aware of their handwriting target and expectations are set that skills will be displayed and transferred into all writing across the curriculum. If there are any concerns over a child's handwriting these should be discussed with the DHT Mrs Laing. Calderwood has a variety of resources to help support the development of handwriting including a variety of pencil grips, triangular pencils and handwriters etc and referrals to an occupational therapist can also be made. Handwriting is formally assessed every term and an example of children's work placed inside their assessment and moderation portfolio.

Talking & listening

At Calderwood Primary school we aim to help all children become confident individuals who listen effectively and speak with confidence for a variety of purposes and audiences.

In teaching talking & listening, a Curriculum for Excellence outcome or outcomes(s) is the specific focus for a term.

Our children are of course talking & listening everyday across the curriculum, and for a variety of purposes but the skills of the specific talking & listening outcome(s) will be explicitly taught in literacy lessons and reinforced throughout the curriculum.

Explicit links between reading, writing and talking & listening are also made where possible. E.g. children may read a persuasive text, which links to persuasive writing, which leads on to children perhaps participating in a persuasive talk.

By planning in this way children see how their learning is linked and also learn how to transfer taught skills into different situations.

Modeling is a large aspect to the teaching of talking & listening. Children should be exposed to a wide range of audio and visual texts which reinforce the skills they are studying. Teachers should also model the explicit skills where possible.



Literacy across the Curriculum

The teachers at Calderwood actively plan and seek out opportunities for our children to have experiences of developing literacy skills across the curriculum. Teachers will intentionally plan for children to reinforce literacy skills in other curricular areas. E.g. If note taking or report writing has been taught, the teacher may plan to reinforce these skills through science also that term by the children producing science report or note taking on an experiment.

Emphasizing these skills across the curriculum ensures that our children see the relevance in what they are learning and provides them with opportunities to use these skills in real life contexts and situations.

By planning in this way children see how their learning is linked in different curricular areas and also learn how to transfer taught skills into different situations.

Literacy Coordinator – Mrs Laing Depute Head Teacher

If you have any questions or wish to discuss anything regarding literacy, please contact Mrs Laing, Depute Head Teacher. Full copies of our position statements are also available for parents on request.



Literacy and English

I explore sounds, letters and words, discovering how they work together, and I can use what I learn to help me as I read or write.

ENG 0-12a / LIT 0-13a / LIT 0-21a

Primary 1 children are practising their new sounds and generating word patterns on their whiteboards.

I am developing confidence when engaging with others within and beyond my place of learning. I can communicate in a clear and expressive way. **Lit 2-09a**

P5 pupils used all their literacy skills across the curriculum in their recent 'Sky Academy' project. This involved P5 writing and presenting the news! The children loved working with the new technologies involved in producing the news. Lights! Camera! Action!



I can convey information, describe events, explain processes or combine ideas in different ways. **Lit 2-28a**

P6 pupils took part in a very special project at the High Court in Glasgow. This project involved the children developing all aspects of their literacy. The children took part in a mock court case against another school. This involved the children writing 'writs' and taking on the role of solicitors. The children also had to stand in the dock giving evidence as witnesses whilst being cross examined by the other schools solicitors. This involved all our talking & listening skills and lots of quick thinking on the spot, not to mention a whole lot of confidence as the court was open to visitors! Our children did great and loved this project!



I can spell most of the words I need to communicate, using spelling rules, specialist vocabulary, self-correction techniques and a range of resources.

LIT 2-21a

Children using Nintendo DS to Bluetooth spelling words to one another. Technologies used to enhance learning and teaching in literacy. The children are able to message back and forward, edit and review their work.



Multisensory spelling



Celebrating Roald Dahl day!
We dressed up as our favourite characters and read our favourite stories.

Mathematics and Numeracy

To face the challenges of the 21st century, each child needs to have confidence in using mathematical skills, and should use these skills to develop as successful learners, confident individuals, responsible citizens and effective contributors.

Developing successful learners -

- Establishing good numeracy skills including mental calculation strategies
- Transferring learning across the curriculum
- Offering opportunities for motivation, for example, experiencing enjoyment and satisfaction through problem solving and puzzles
- Engaging with more abstract mathematical concepts encourages new kinds of thinking

Developing confident individuals –

- Competence in using mathematical processes enables children to play a full and effective part in society
- Promoting strategies for the development of an understanding of the world around us and to prepare children for work and recreation
- Developing skills for learning, life and work, including financial awareness and capability, for example equipping the children to deal with measurements, schedules, managing money etc

Developing responsible citizens –

- Ensuring balance, progression, continuity and co-ordination across the curriculum helps to develop their knowledge and understanding of mathematical concepts
- Developing knowledge and understanding will help children make informed decisions, assess risks, make reasoned evaluations and interpret numerical information appropriately

Developing effective contributors –

- Providing a range of different opportunities to apply skills and understanding, creatively and logically
- Opportunities to work on suitably challenging problems, individually and in groups, helps to develop resilience and communication skills
- Prosper children with the mathematical competence to operate in specialist contexts such as research and development environments

Learning and Teaching in Mathematics

In order to help us achieve these aims, and the aspirations of Curriculum for Excellence, there are effective Learning and Teaching strategies for Mathematics which include:

- ✓ Understanding of the purposes of the mathematical processes they are learning – relevance to 'real life'
- ✓ Learning in depth to ensure development of understanding of the concepts
- ✓ Making effective use of technologies and resources
- ✓ Problem solving as an integral part of all Learning and Teaching
- ✓ Strong emphasis on active approaches to learning and the development of understanding in mathematics, including arithmetic, as well as skill in applying processes
- ✓ Strong emphasis on numeracy and mental agility

Children will follow an appropriately differentiated curriculum based on the School's Programme of Study which provides a balanced curriculum, supported by a range of resources. An appropriate range of practical resources is used to support all strands of learning across numeracy and mathematics. We also use RM Easimaths; an interactive mental agility programme which responds to individual abilities and provides appropriate challenge to each child. Homework will be used to consolidate work in class and may take a variety of forms e.g. written work, game or interactive activity to play with a family member or research activity.

Assessment takes place through every day learning activities and through specific assessment tasks or tests. Various methods of assessment are used; both informal and formal and using an approach best suited to the learning that has taken place. This includes:

- ✓ Formal and informal teacher observations
- ✓ Discussion and direct questioning in individual, group and class situations
- ✓ The evaluation of written tasks on a daily basis
- ✓ End of unit tests
- ✓ Application challenges where children are given an open-ended task/problem to solve to make use of a number of mathematical skills e.g. Costing a party for their class
- ✓ Summative/diagnostic assessments

Teachers will plan learning and assessment in relation to the Experiences and Outcomes that they expect learners to achieve and will enable us to:

- ✓ Support children's learning effectively; providing appropriate support and challenge
- ✓ Identify learners' strengths and achievements
- ✓ Monitor and track children's progress
- ✓ Plan suitable next steps for learning
- ✓ Engage pupils in their own learning
- ✓ Improve the quality of learning and teaching
- ✓ Inform learners and parents/carers of progress

Mathematics and Numeracy Coordinator – Mrs Ring Depute Head Teacher

If you have any questions or wish to discuss anything regarding mathematics or numeracy, please contact Mrs Ring, Depute Head Teacher. Full copies of our position statements are also available for parents on request.



Primary 7 enjoying playing a money game



Shape work in action in Primary 3!

Mathematics and Numeracy

I have spotted and explored patterns in my own and the wider environment and can copy and continue these and create my own patterns. **MTH 0-13a**
Here are Primary 1 creating their own shape and colour patterns with shape blocks and linking elephants.

I can collect objects and ask questions to gather information, organising and displaying my findings in different ways. **MNU 0-20b**
Primary 1 gathered information on favourite hobbies and presented their findings in a simple bar chart. I can see that football is popular!



I have explored symmetry in my own and wider environment and can create and recognise symmetrical pictures, patterns and shapes. **MTH 1-19a**
Primary 2 explored symmetry using their bodies and tested each other to see if their shape was symmetrical or not!

I can use addition, subtraction, multiplication and division when solving problems, making best use of the mental strategies and written skills i have developed. **MNU 1-03a**
We play lots of games in maths to consolidate our learning. Here are Primary 2 playing addition and subtraction bingo!



I can use the common units of measure, convert between related units of the metric system and carry out calculations when solving problems. **MTH 2-11b**
We use our maths skills across the curriculum. Here are Primary 7 using their measuring skills in science to investigate lung capacity.

Through practical activities which include the use of technology, I have developed my understanding of the link between compass points and angles and can describe, follow and record directions, routes and journeys using appropriate vocabulary. **MTH 2-17C**
Our Lego Team represented Calderwood at the First Lego League Tournament. They had to programme a Lego robot to complete a variety of challenges. Their maths skills were certainly put to the test in this challenge!



Designing buildings using protractors to measure angles



Primary 7 investigating angles in nature



Primary 4 exploring properties of 3D objects to create robots to a specific design brief

Health and Wellbeing

Through taking part in a variety of events and activities, I am learning to recognise my own skills and abilities as well as those of others.

HWB 1-19a

Children work together as a team during Physical Education.



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 2-05a

Primary 7 are given a special buddy in Primary 1. This is a very important aspect of our nursery to primary 1 transition. The new pupils feel nurtured and cared for and Primary 7 pupils embrace this leadership opportunity.

By investigating the range of foods available I can discuss how they contribute to a healthy diet.**HWB 1-30a**

Children enjoy making pizza from scratch. They decide on healthy toppings of their choice. The children cut and prepare all the vegetables and make the pastry too. Yum!



Together we enjoy handling, tasting, talking and learning about different foods, discovering ways in which eating and drinking may help us to grow and keep healthy. **HWB 0-30a**

Primary 1 work in partnership with Warburton to design and make their own healthy sandwiches.



The children enjoy their waste free picnic. Calderwood is a very Eco Friendly School and the children are encouraged to recycle.

Each class in the school takes responsibility to run a healthy tuckshop. The children do their market research and invent innovative ways of making their tuckshops exciting for the rest of the children. The children will often take a theme e.g. Valentines or Halloween



Science

I can explore examples of food chains and show an appreciation of how animals and plants depend on each other for food.

SCN 1-02a

I have observed living things in the environment over time and am becoming aware of how they depend on each other. The children build a Bug Hotel in the school garden.



Through exploring properties and sources of materials, I can choose appropriate materials to solve practical challenges.

SCN 1-15a

The children design weather instruments.



I can apply my knowledge of how water changes state to help me understand the processes involved in the water cycle in nature over time.

SCN 2-05a

The children carry out a variety water experiments.

Technologies



By applying my knowledge and skills of science and mathematics, I can engineer 3D objects which demonstrate strengthening, energy transfer and movement. **TCH 2-12a**

Primary 6 children work as a team to build a giant tetrahedron in the gym hall.

The STEM Bridge Building Project



Using appropriate software, I can work collaboratively to design an interesting and entertaining game which incorporates a form of control technology or interactive multimedia.

TCH 2-09a

Primary 7 pupils apply and refine their computer programming skills using Lego Mindstorm software to challenge their robot to complete challenges!

Expressive Arts

I have experienced the energy and excitement of presenting/performing for audiences and being part of an audience for other people's presentations/performances.

EXA 0-01a / EXA 1-01a / EXA 2-01a

Children have many opportunities to present and perform throughout the school.

P5 and P6 children performing their Jacobite Play



I can sing and play music from other styles and cultures, showing growing confidence and skill while learning about musical notation and performance directions.

EXA 1-16a

Children enjoy singing during music sessions. The children also have the opportunity to join the junior or senior choir. Instrumental tuition is available for senior pupils currently in woodwind, percussion and brass. The Choir are currently P7 and Under Winners of the Glasgow Bridgeton Burns Competition.

Inspired by a range of stimuli, I can express and communicate my ideas, thoughts and feelings through activities within art and design.

EXA 0-05a / EXA 1-05a / EXA 2-05a

All children enjoy and experience a variety of opportunities to display their artistic and creative talents.



I have developed confidence and skills in creating and presenting drama which explores real and imaginary situations, using improvisation and script.

EXA 1-14a

I am becoming aware of different features of dance and can practise and perform steps, formations and short dance.

EXA 1-10a

The children learn to 'walk like an Egyptian!'



I have created and presented scripted or improvised drama, beginning to take account of audience and atmosphere.

EXA 2-14a

Pupils make a news report at Sky Studios in Bathgate. An amazing experience for the children! The children had to write their script before the big filming day! Everyone had a role to play from costume, camera man, director, news readers and many more!

Social Subjects



I explore and discover the interesting features of my local environment to develop an awareness of the world around me.

SOC 0-07a

The children in Primary 1 get out and about with our Community Policeman when studying their local community.

Our Junior Road Safety Officer teaches Primary 1 pupils how to cross the road at the Pelican Crossing.

I can interpret historical evidence from a range of periods to help to build a picture of Scotland's heritage and my sense of chronology. **SOC 2-02a**

The children showcase their learning of WW2 to their parents.



To extend my mental map and sense of place, I can interpret information from different types of maps and am beginning to locate key features within Scotland, UK, Europe or the wider world. Soc 2-14a

The children use their mapping skills.

I have developed an understanding of the importance of local organisations in providing for the needs of my local community.

SOC 1-20a

The children visit the local leisure centre to interview the manager and find out all about the different activities available to children and families.



I can investigate a Scottish historical theme to discover how past events or the actions of individuals or groups have shaped Scottish society.

SOC 2-03a

The children visit Stirling Castle to enhance their learning.

Religious and Moral Education



Through investigating the Christian communities in my local area, I am discovering how Christian communities demonstrate their beliefs through prayer, worship and special ceremonies. I am developing respect for the practices and traditions of others. **RME 1-03a**

Primary 4 children plan, organise and re-enact a Christian Wedding Ceremony.

In accordance with the Education (Scotland) Act 1980 and national guidance issued by the Scottish Government on 21 February 2011, parents have a right to withdraw their child from religious observance. Please contact the head teacher if you wish to discuss this further. 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.

Rights of Parents / Carers

Scottish Government Ministers consider that religious observance complements religious education and is an important contribution to pupils' development. It should also have a role in promoting the ethos of a school by bringing pupils together and creating a sense of community.

There is a statutory provision for parents to withdraw children from participation in religious observance. This right of parents' wishes will be respected. Please inform Mrs Quinn in writing.

Where a child is withdrawn from religious observance, schools will make suitable arrangements for the child to participate in a worthwhile alternative activity.

Equalities

Integral to this guidance is the principle of mutual respect. The diversity of belief and tradition provides an ideal context in which pupils can learn about, and so learn from, what is important in the lives of themselves and others. South Lanarkshire's guidance recognises and welcomes diversity and promotes respectful understanding.

9. Calderwood Credit Union



At Calderwood Primary we started a joint venture with Blantyre and South Lanarkshire Credit Union in 2011. We were keen to start a saving scheme for our pupils. Calderwood have a group of parents and grandparents who supervise this on behalf of the school, however it is the Primary 6 children who actually run our Credit Union. This is a fantastic opportunity for all the Primary 6 pupils to practise their financial education skills; counting money, completing forms and of balancing the books. They learn about the need for confidentiality as well as the basics of customer service. We operate a rota system to ensure each child experiences the variety of different tasks.

All pupils at Calderwood are encouraged to open a savings account, allowing them to save as and when they wish developing their skills in managing their own money. It may be a small amount each week or several larger deposits every few months. Our emphasis is on regular savings rather than the amount in their account. A Saver of the Year is named annually which is the person who has saved most regularly during the previous 12 months. There are now over 200 pupil savers at Calderwood and the children very much enjoy watching their money grow. The children quickly recognise the benefits of regular saving and develop as confident and responsible financial citizens.

Pupils can deposit money weekly through the school. If a withdrawal is required children go directly to the Credit Union Shop in Rutherglen town centre.

10. School Improvement

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.

Calderwood Primary produces a School Improvement Plan on an annual basis. This plan outlines a strategic plan of improvement over a three year period and also provides information on the key improvement priorities for the current school session. The priorities are identified through rigorous self evaluation of learning and teaching and takes account of the views of children, parents and staff. We are increasingly involving other agencies and partners in our self evaluation and we believe this is very important in terms of meeting the needs of our school community.

A full copy of the improvement plan is available for any parent who wishes to read this document and is updated appropriately on our school website. A copy is also displayed in the school for any interested parties. We provide regular updates on our improvement priorities through items in the school newsletter and the Head Teacher also writes a monthly report for the Parent Council which shares our improvements.

Our Standards and Quality Report is issued to all parents on an annual basis and can also be found on the school website. This provides important information on improvements in performance, how well we are achieving, how well we are meeting the needs of our pupils and also provides further information on our capacity for continued improvement.



11. Assessment

Children are **informally assessed** every day by their class teacher through observation, quality discussion and feedback, questioning and through scrutiny of pupil work. Teachers also evaluate pupil progress each day in order to plan **next steps** in learning. Children are encouraged to contribute to this process through **self reflection, self/peer assessment and target setting/personal learning planning**. The more the children are engaged in evaluating their own learning, the greater sense of ownership and understanding of their strengths and development needs they will have.

Every child has an **Assessment Portfolio** which holds key pieces of assessment evidence in a variety of areas within the curriculum. This demonstrates the individual learning journey of the pupil. Children are involved in taking ownership of their folders and in selecting their 'best' pieces of work to be included. This also includes an overview of the child's wider achievements beyond the formal curriculum e.g. leadership skills, achievement during extracurricular activities, citizenship opportunity within the community etc. In this way we endeavour to build a rich evidence base of a child's progress across the broad general education.

Given our current exam system is more formal in nature, we believe at Calderwood that it is also important to retain aspects of more formal approaches to assessment. We therefore apply the use of some **standardised assessments** at different stages in the school. These tests can be helpful in terms of gathering supplementary evidence of a child's progress in addition to the highly valuable informal approaches to assessment mentioned above. It is important to note that Standardised assessments are therefore only one part of a rigorous evidence base and results should not be taken in isolation. Standardised tests allow us to compare year to year performance and make comparisons to national standards. Standardised tests are used currently in spelling, reading and mathematics.

Referring to the **National Assessment Resource** and using the guidance from 'Building the Curriculum 5,' (National Guidelines on Assessment) teachers are also involved in designing new assessment material in an ongoing way.

12. Reporting to Parents

Reporting will be ongoing and comprise of a range of activities which can include children presenting their learning, newsletters, and ongoing oral discussions.

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 is 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.

There are many different opportunities for us to report to parents throughout the school session. The template below is an example of the different ways through which we keep parents well informed about their child's progress.



Calderwood Primary School Reporting to Parents



Reporting in Calderwood Primary School

Term 1 August – October

August

'Meet the Teacher Event' 3pm-5pm

There will be a short Head Teacher presentation followed by opportunities to have informal discussion with your child's new teacher. There will be an opportunity to view some of the resources your child will be using.

September/October

Curriculum Event for Parents

This is an opportunity to find out more about the broad general education and curricular opportunities for learners

Class Passports – this will share with parents what we will be learning in a variety of different areas

Sharing Learning Sessions

You will be invited to come into school to hear about what your child has been learning.

Sharing Learning Sessions will happen at different times in the session. The children will present in a variety of ways

Term 2 October – December

Triangulation Jotter Monitoring

In partnership with the Teacher, Head Teacher or Depute Head Teacher, pupils will undertake a 'My Work Review.' This will come home for parents to contribute to.

Parent Evening - Learning Meetings

An opportunity to discuss your child's learning on a one to one basis with the class teacher

My own Report Card – stars and a wish reports card created by your child which identify what they feel they have achieved; their strengths and areas for further development

Term 3 January – April

February/March

Parents Meeting - meet with your child's class teacher to review his/her progress and identify next steps for the final term focus

Context planner/mind map – what we will be learning overview shared with parents

Group Parent Evening

An opportunity for parents to discuss their child's learning.

Term 4 April – June

May/June

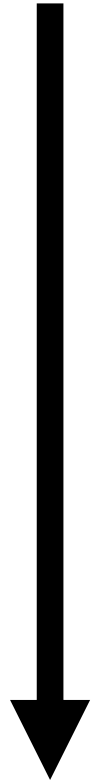
Final Reporting Document of the Session – your child will be issued with his/her report card. Parents and children are asked to provide feedback. Parents are asked to complete feedback for the school.

Parent/Child Transition Report for next teacher

Parents and children are asked to complete a mini transition 'report' to pass on to their next teacher.

Open Afternoon

An opportunity to celebrate success in the classroom



13. 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 out with your catchment primary school a 'request to remain form' must be completed. If you move out with 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 01698 454102.

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 01698 454102.

Completed forms should be returned as soon as possible to Education Resources, Almada Street, Hamilton ML3 0AE or submitted online.

Enrolment date for 2016 is week commencing 11 January 2015. We will be registering new pupils on the dates given below -

Monday 11th January 1.30-3.30pm

Tuesday 12th January 9.30-11.30am

Wednesday 13th January 4pm-5.30pm

Primary 1 children begin full time on Monday 22nd August 2016.

After your child is registered for school we will contact you just after the Easter holidays. During the Summer Term you and your child are invited to participate in our Induction Programme. The purpose of the Induction Programme is to support each child to make a happy and smooth transition to Primary 1. Below is an outline of our Induction Programme for 2016. Please note that we may require to amend dates, but hopefully these will not change!



Calderwood Primary

Induction Programme into Primary 1 2016

Meet Your Buddy Session 27th April 2016 (am or pm session will be confirmed nearer the time)

Come along and meet your Primary 7 buddy who will be very excited to see you!

Parent and Child Workshops 11th May 2016 (am or pm session will be confirmed nearer the time)

(Parents and Children will do a selection of fun activities and be rewarded with their first Head Teacher Certificate)

Fashion Show and Uniform Day Tuesday 24th May 2015

Come along to the fashion show to see Calderwood's School Uniform. Talk to our Parent Council Uniform Team who will advise you on what you need for your child.

1st June 2016 Sports Day

*Come along anytime from 1pm onwards. At the end of our sports afternoon (no earlier than 2.30pm) there will be a new Primary 1 race! Come along and have some fun!
(Weather permitting)*

Friday 3rd June 2015 Mrs Quinn's Prince and Princesses Party (1.45-2.45pm)

Wear a crown or tiara and come along as a prince or a princess to our royal party!

Saturday 11th June Complementary ticket to the Summer Fair

8th June 2015 Class Visit and Parent Meeting 9.30 or 1.45pm (am or pm session will be confirmed nearer the time)

Your child will go into class with their teacher and parents come for a meeting with Mrs Quinn, Head Teacher

Welcome Assembly for new P1 Children Friday 17th June 1.30pm

Come along to this special school assembly to be welcomed into the school community.



Transition to Secondary School Programme

Calderwood Primary School

Parent and Child Open Evening at Stonelaw High School (November 2015)

Secondary Staff visit Calderwood Parent Evening (November 2015)

Fair Trade input – workshops and presentation from Secondary Pupils in classes during the school session

Volleyball Tournament for P7 November and PE talk (October 2015)

Learning Community Sporting Event - P7 Heptathlon at Stonelaw June 2016

Step Up Days/Visits to Secondary School (2days) June 2015 (Stonelaw High School)

Liaison with Pupil Support Staff and Guidance Staff at Stonelaw (June 2015)

Transition planning for children with additional support needs (begins in Primary 6 and is ongoing through Primary 7)

Additional Support Meetings prior to starting Secondary (Parents, pupil, Calderwood and Stonelaw Staff and any other relevant agencies meet to plan for individual needs at high school.)

Curricular transition projects in partnership with Primary 7 teachers and secondary staff e.g. Dream Life Style Mathematics Event, STEM Transition Science Project

During the course of Primary 7 there are also other activities which may be organised by the Cluster Primary Schools for children to build relationships with their peers from other Primary Schools



getting
it right
for every child

Getting it right for every child, (GIRFEC) is a national policy and programme which is implemented in Lanarkshire. The Scottish Government introduced

GIRFEC as a long term programme; it is relevant to each and every child in Scotland, and reaches across children's and adults' services in the public and voluntary sectors to ensure there is firm commitment and drive towards achieving better futures for all of our children and young people.

GIRFEC promotes key values in working with children and their families across all agencies and is based on core components which will help bring these values about.

The programme calls for all workers in health centres and hospitals, nurseries, schools and leisure centres, family centres, social work services and housing offices, and in the community to work together towards changes in culture, systems and practice that will help all children and young people to grow, develop and reach their full potential.

Getting it Right for Every Child (GIRFEC) was promoted and endorsed by the Scottish Government at the Children's Summit in 2010. There 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

What are additional support needs?

If your child needs extra help or support in addition to that which is normally provided in school they can be said to have 'additional support needs'.

Children may need additional support for a short or long period of time and for a variety of reasons.

The reasons can include:

- Social, emotional and / or behavioural difficulties
- Problems at home
- Being looked after (under a supervision order from the Children's Panel)
- A learning disability or difficulty such as dyslexia
- Being particularly gifted
- A physical disability
- Interrupted learners
- Behavioural difficulties
- Bullying or being bullied
- A sensory or motor impairment or communication problem
- Being a young carer or parent
- Having English as a second language

These are **some** of the reasons for additional support. However, there are many others.

- It is important to recognise that additional support needs will always depend on each individual child. Any number of different circumstances can affect children's ability to learn.
- Support may need to come from agencies such as NHS, Social Work or some voluntary organisations as well as from Education.
- We will all work together with you to make sure the support children and young people need is properly planned to help them to make progress in their learning.

What is additional support?

Additional support is the help children receive to enable them to meet their learning targets.

It can take a variety of forms:

- Extra time with a teacher or support assistant, individually or in a group
- Help to get to school
- Time with a therapist e.g. a speech therapist or physiotherapist
- Different work or homework
- Someone to help with writing, a scribe
- Equipment to help with learning e.g. a laptop or desktop computer
- Time away from the classroom when your child needs it
- Counselling
- A 'buddy' - an older pupil who looks out for your child in the school
- More time to complete work or do tests or exams
- Help from a social worker

What is the Additional Support for Learning Act?

The Education (Additional Support for Learning) (Scotland) Act 2004 became law on 14 November 2005. This was amended by the Education (Additional Support for Learning) (Scotland) Act 2009. The 2004 Act introduced the concept of additional support needs.

“The Act aims to ensure that all children and young people are provided with the necessary support to help them work towards achieving their full potential.” (Supporting Children’s Learning: Code of Practice 2010).

How do I find out if my child has additional support needs?

The school will monitor the progress and learning of all children. If a teacher has concerns about an individual child he/she will take steps to ensure that any difficulties are identified and planned for.

Schools will always keep parents informed about their child’s progress and of any difficulties they may be having. This will be done through normal home/school communications such as parents’ nights. If necessary schools will contact parents directly to let them know of any issues about their child’s learning.

If you are concerned or worried about your child’s progress you can contact the school and ask for an assessment to find out whether or not your child has additional support needs.

If there are any concerns over a child who may appear to have an additional support need, a staged intervention process is followed in line with South Lanarkshire and GIRFEC national policy. Parents are involved throughout this process.

Who will support my child and coordinate my child’s additional support need?

The head teacher has the overall responsibility for ensuring the needs of all pupils are met however there are key roles within the school to be undertaken.

Additional Support Needs Coordinator

- Mrs Jillian Ring – Depute Head Teacher

Specialist Support Teacher

- Julie Colvin and Jane Anderson

Educational Psychologist

- Rick Walsh

Who can I contact if I want to know more?

The school will always be happy to discuss your child’s learning and any additional support needs. Please contact Mrs Jillian Ring, Depute Head Teacher at the school (0141 647 1277)

If you require further information you wish to contact:-

The Education Authority- South Lanarkshire Council

Inclusive Education Manager

Education Resources

Council Headquarters

Almada Street

Hamilton ML3 0AE

Phone 01698 454455

Email education.inclusion@southlanarkshire.gov.uk

Independent advice, information and support are also provided by;

Enquire - the Scottish advice service for additional support for learning

Operated by Children in Scotland, Enquire offers independent, confidential advice and information on additional support for learning through:

- a phone helpline - 0845 123 2303
- an email enquiry service - info@enquire.org.uk
- an online enquiry service
- two websites - www.enquire.org.uk (for parents/carers and practitioners) and www.enquire.org.uk/yp (for children and young people)

14. Health and Wellbeing

We can work together to create and maintain a safe and welcoming environment for everyone at Calderwood Primary. A high standard of wellbeing for children, staff, parents or carers and all visitors to Calderwood is essential to enable learners to reach their full potential and forms part of the school ethos.

Wellbeing and Curriculum for Excellence

The aim of the school is to promote successful learning, the children contribute to this by exhibiting positive behaviour towards their peers, taking pride in how they apply themselves to their school work and in how they portray themselves to others in and out of school. The purpose of Curriculum for Excellence (CfE) is to enable every child at the school to be a successful learner, a confident individual, a responsible citizen and an effective contributor. This is gained by developing the responsible behaviours below.

Successful learners:

- Take pride in their work and show enthusiasm for learning
- Are motivated and achieve their full potential
- Listen to others and respect new ideas
- Attend school regularly and are punctual
- Always do their homework
- Always do their best

Confident Individuals:

- Take pride in their appearance
- Take pride in looking after their own belongings
- Take pride in gaining the respect of others
- Enjoy working with and helping others

Responsible citizens:

- Speak politely and are polite to others
- Respect different cultures and beliefs
- Care for the school community
- Respect the school and other people's property
- Behave sensibly in and out of school

Effective contributors:

- Contribute within the school, local and wider community

- Embrace leadership opportunities within the school and community
- Participate in extra-curricular activities in and out of school
- Take responsibility for their own learning and role within the school community

Promoting Positive 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 in which young people can enjoy and feel safe.

At Calderwood Primary we have very high standards of pupil behaviour. We practice the promotion of positive behaviour where we encourage children to take responsibility for their actions and reward them for doing so. Children are praised for telling the truth and time is always taken to listen to children's reasons for making any mistakes or poor choices. With support and guidance, children at Calderwood are nurtured to make future positive choices. All classrooms operate systems to encourage all children to maintain this high standard of behaviour; class points, group points, fun charts, marbles in the jar. In this way children are motivated to do their best and positive behaviour becomes intrinsic to the ethos of the school.

At Calderwood bullying is taken very seriously and children and parents are encouraged to report incidents as soon as they occur or come to light. Bullying is defined as 'the persistent unwanted behaviour by individual(s) towards another or others.' When children play, there will be one off minor incidents from time to time and it is therefore important to distinguish between serious incidents of bullying and learning to manage relationships with others. If you are concerned at all about bullying or poor behaviour towards your child, please contact the school as soon as possible as early intervention works best to resolve any issues.

In addition, a guideline (Management of Challenging Behaviour) has been produced to support all teaching and support staff and inform them of their roles and responsibilities in respect of dealing with a very small number of children and young people who may display challenging behaviour at times. Early identification is crucial so that intervention can be provided to support children and young people to help them to address their issues and concerns. Staff training is provided to help develop the skills needed to respond to and manage challenging behaviour.

Child Protection

All staff in educational establishments in South Lanarkshire Council are required to attend training annually 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 Councils 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 Child Protection Co-ordinator at Calderwood Primary School is Mrs Lisa Quinn, the Head Teacher

Online Safety

We want our children to feel safe and happy at school. Using some of the common themes we are faced with today, the following information will help staff at the school and parents or carers to identify and communicate to the children, the importance of respecting each other face to face and whilst using technology such as mobile phones, the internet and social networking sites.

Cyber bullying can have a traumatic impact on children and their families and in an ever changing digital world, there is a chance that children may experience cyber bullying at some time in their school life. It is acknowledged that children can have access to numerous devices out with school which they use to communicate with family and friends. Technology is embraced at Calderwood and is a wonderful way to reach many people, however it can also be used inappropriately to cause hurt and embarrassment.

Every year the school offers an opportunity for parents to learn further about internet safety. This parent workshop is run by a member of staff who has been trained in Child Exploitation Online Protection.

Every year parents or carers and children are required to read and sign an agreement related to the acceptable use of school computers and other technology. The information below will help you as a parent or carer to support your child in and out of school to stay safe online and meet the schools acceptable use of technology requirements:

It would be useful if you could discuss the information below with your child-

- Your child should never tell anyone their password, even their best friend
- Your child should never give out personal details to anyone they don't know
- Your child should never reply to email or texts from people they don't know
- If a child does receive messages from someone they don't know, they must tell an adult they trust
- Your child should never meet up with anyone they have met online and if someone does try to arrange a meeting they should know to tell an adult immediately
- If your child is experiencing cyber bullying, it is important they are reassured it is not their fault. If the other young person involved attends Calderwood, you should make sure the staff at the school are aware of the problem

What you can do as a parent or carer?

At Calderwood, we believe promoting good online and face to face behaviour as a form of prevention is best. Below are some of the do's and don'ts we can promote to the children to apply when using technology. It would be useful if you could discuss the information below with your child:

The Do's

- Do respect the people you communicate with online – ask yourself how you like to be treated and treat others with the same fairness and respect
- Do remember to always think carefully before you click send or submit as once that message is out there you will not be able to take it back
- Do behave the same way online as you would face to face with someone in the real world
- Do be a good friend to someone who may be experiencing this type of bullying
- Do tell a trusted adult if you or someone you know is being bullied
- Do block the bully from being able to communicate with you

The Don'ts

- Don't send or forward hurtful text, instant or social networking messages
- Don't threaten or make fun of anyone online
- Don't type in capitals as it can be viewed as shouting
- Don't call anyone names online or make fun of them because they are different
- Don't join in if someone is experiencing this type of bullying
- Don't exclude someone from joining in so you can cause hurt by leaving them out
- Don't delete hurtful messages as they may have to be used as evidence

The council has produced an information leaflet – “Stay Safe” for parents and 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

More information on online safety can be found at the websites below:

www.thinkuknow.co.uk

www.respectme.org.uk

www.cybersmartcurriculum.org

Volunteers and Protecting Vulnerable Groups Scheme

You may be aware that people who work with children and vulnerable groups are subject to an enhanced disclosure check carried out by Disclosure Scotland and the purpose of this check is to assess their suitability to work with these groups. All staff and volunteers at Calderwood are subject to an enhanced disclosure check and must achieve a satisfactory check to be an employee or volunteer.

The volunteering opportunities below are examples of who would be subject to an enhanced disclosure check:

- Parent Council members and office bearers
- Volunteers accompanying pupils on school trips
- Volunteers at the Parent Council Christmas and Summer Fairs
- Classroom helpers
- Volunteers who help with any activity where children are present

If you are interested in volunteering for any activities please contact your child's teacher or if the activity is relevant to the Parent Council, contact the Chairperson of Calderwood Parent Council.

Equal Opportunities and Social Justice

At Calderwood, our staff work to ensure we adhere to our equal opportunities obligations as well as go beyond expectations by promoting and embracing the diverse cultures we have within the school. Each child is catered for as an individual to ensure they reach their full potential by providing a well-balanced and differentiated curriculum as well as a wide range of extra-curricular activities.

We have a pro-active approach in fostering understanding and tolerance between people from different groups through school and community projects. This results in our children exhibiting positive attitudes and behaviours towards each other regardless of gender, cultural background, disability or any other of the legally protected characteristics, they all have equal value.

Any form of discrimination or harassment will not be tolerated and reported incidents will be taken seriously and responded to in line with the relevant policies.

Equality of Opportunity and Additional Support Needs

At Calderwood the staff are committed to the national policy of Getting it Right for Every Child. The Section of this handbook on Support for Pupils provides information you will need if your child has been identified as requiring additional support for learning. If you require any information or advice on any of the above, please contact Mrs Quinn who is also the Equality Coordinator.

Concerns or Worries

If you have any concerns or worries at all about your child, please do not hesitate to contact the school at the earliest opportunity. Someone will always return your call as soon as possible.

15. Health and Safety

Reporting Absences

It is important that the school and parents or carers work collaboratively to encourage children to attend school. By law, the school is required to record all absences from school. Absences will usually be recorded as authorised or unauthorised.

If your child is unable to attend school-

1. Inform the school first thing in the morning on the first day of the absence
2. Give the reason for the absence and when your child is likely to return to school.
3. If the return to school date is changed, the school must be kept up to date.
4. If you know in advance that your child is likely to be absent please telephone the school or alternatively let us know in writing stating when and the reason for the absence.
5. When your child returns to school they should be provided with a note explaining the reason for the absence.
6. Please note that if we have not heard from you, we are obliged to follow the absence up by contacting other family contacts. We cannot assume that your child is off ill if you have not contacted us. This is for your child's safety.
7. If your child attends any extra-curricular activities outside school hours and is unable to attend, the school should be informed on or before the day the activity takes place. This is very important.

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

Emergency Information

At the start of every new session, you will be asked to provide your contact details and in the event you are unavailable, details of an adult the school can contact in the event of an emergency involving your child. It is important that parents or carers keep the school notified of any changes and provide us with any updates if necessary as soon as possible.

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 severe weather, power failures etc.. 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, letters, and 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 or carers to let the school know of any change to your mobile/home telephone number and change of address during term time.

If for any reason, you are unsure if the school is open, please contact the school or Education Resources, Operations Service, Almada Street, Hamilton. Phone 01698 454545 or email us at education@southlanarkshire.gov.uk or visit the website www.southlanarkshire.gov.uk

Safe Parking

There are two car parks which can be used when picking up and dropping off your child; the bigger one is off Calderwood road and a smaller one in Buchanan Drive. Both roads and the car parks get extremely busy. It can be tempting to stop wherever you can to either drop off or pick up your child or to park but please respect the safety of all the children and refrain from parking on the pavements or on the no parking zones. Every new school year, as part of the annual data check, parents are asked to agree to parking safely around the school. The Head Teacher and a community policemen patrol from time to time to ensure parents are using the car parks and surrounding areas in a considerate manner.

Respecting Disabled Parking Spaces

The school respectfully requests that the two disabled spaces within the front car park are reserved for two pupils at Calderwood with significant mobility issues. There is a further disabled space just outside the school gates. Thank you in anticipation of your support.

Picking up Children

At Calderwood we take great pride in our community spirit. When picking up your child at the school, there can be occasions when the parent or carer of another child is late and has not managed to inform the school. Whilst it is appreciated that parents, by prior arrangement, do share the responsibility of the school run by picking up and dropping off each other's children, it is important that parents do not pick up someone else's child without informing the school before hand.

Your Commitment

The wellbeing section hopefully provides you as a parent or carer with information on how staff, parents or carers, children and volunteers at the school can work together to ensure Calderwood Primary continues to be an inclusive and safe environment.

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 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 its commitment to care for and educate your child

16. School Meals

Free School Meals

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

- Income Support, Income-based Job Seeker's Allowance, 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 V1 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 that meet the nutrient standards of the Food and nutrition in schools (Scotland) Act 2008 are available at lunchtimes. 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 and lunchtime. Primary 1-3 receive a free school lunch and the charge to pupils in primary 4-7 will be £1.50.

Healthy Packed Lunches

Children who bring a packed lunch to school eat in the canteen with the children who eat a school lunch. As we are a Health Promoting Primary School we encourage parents to provide healthy packed lunches. Carbonated juices and energy drinks should not be brought to school. We also request that sweet treats be kept to mini sizes.



17. School Uniform

We ask all parents/carers to support the school by encouraging children 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.

Calderwood Primary School Uniforms can be purchased from Tesco online and Gilmours Sports Ltd. The school also has a uniform catalogue which can be viewed on our school website. Please ignore the ordering details at the back of our catalogue as they have recently been updated.

Our school colours are navy or grey. We strongly recommend black shoes which are very smart looking and in line with the uniform expectations of the High School. Children require shorts and a t-shirt for PE. Indoor shoes are required (black plimsoles or soft shoes).



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.

Ordering Uniform

Tesco Online - <https://calderwood-primary-sc.schoople.com/uniformeasy>

If you are unable to order online, you can also order from within any of the large Tesco stores.

Gilmours Online - www.gilmoursports.com

You can also visit the shop directly at Gilmours Sports Ltd, Unit 3 24 Clark Street, Paisley, PA3 1RB

School Ties can be purchased directly from the school office at £4.

Recycling of Uniforms

At Calderwood Primary we encourage parents to recycle old school uniforms. Good quality uniform items that children have grown out of can be handed into the School Office for recycling in our new second hand shop.

18. Clothing grant

In certain circumstances the Council provides support to parents/carers for the purchase of school wear. Application forms for clothing grant can be made online from the Council's website: 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)

19. 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 01698 454102 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 01698 454102.

(ii) **Pick-up points**

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. Where there is a request to place a child under school age in a school within the local catchment area they may receive transport in line with the Council's transport policy.

Any information on transport appropriate to the school should be mentioned.

20. 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.

21. 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.



Education Resources

School Holiday Dates Session 2015/2016

Break	Holiday dates		
First Term	Teachers return	Thursday	13 August 2015
	Pupils return	Monday	17 August 2015
September Weekend	Close	Thursday	24 September 2015
	Re-open	Tuesday	29 September 2015
October Break	Close on	Friday	9 October 2015
	Re-open	Monday	19 October 2015
Christmas	Close on	Wednesday	23 December 2015
Second Term	Re-open	Tuesday	5 January 2016
February break	Close on	Friday	5 February 2016
	Re-open	Wednesday	10 February 2016
Easter Break	Close on	Thursday	24 March 2016
	Re-open	Tuesday	29 March 2016
Spring Break	Close on	Friday	1 April 2016
	Re-open	Monday	18 April 2016
Third Term			
Local Holiday	Closed	Monday	2 May 2016
Local Holiday	Close on	Thursday	26 May 2016
	Re-open on	Tuesday	31 May 2016
Summer break	Close on	Friday	24 June 2016
In-service days	Date for teachers return	Thursday	11 August 2016
		Friday	12 August 2016

Notes

- ◆ Good Friday falls on Friday, 25 March 2016
- ◆ Lanark schools will close 9 and 10 June 2016
- ◆ Schools will close at 2.30pm on the last day of terms 1 and 2 (Wednesday, 23 December 2015 and *Friday 1 April 2016)
- ◆ Schools will close at 1pm on the last day of term 3 (Friday 24 June 2016)
Two in-service days for 11 & 12 August 2016.

** The early closure falls at the beginning of the Spring break (as per Operating Procedure E5)*



Education Resources

School holiday Dates Session 2016/2017

Break	Holiday dates		
First Term	Teachers return	Thursday	11 August 2016
	Pupils return	Monday	15 August 2016
September Weekend	Close	Thursday	22 September 2016
	Re-open	Tuesday	27 September 2016
October Break	Close on	Friday	14 October 2016
	Re-open	Monday	24 October 2016
Christmas	Close on	Thursday	22 December 2016
Second Term	Re-open	Monday	9 January 2017
February break	Close on	Friday	10 February 2017
	Re-open	Wednesday	15 February 2017
Spring break/Easter	Close on	Friday	31 March 2017
	Re-open	Tuesday	18 April 2017
Third Term			
Local Holiday	Closed	Monday	1 May 2017
Local Holiday	Close on	Thursday	25 May 2017
	Re-open on	Tuesday	30 May 2017
Summer break	Close on	Tuesday	27 June 2017
Proposed in-service days	*Proposed date for teachers return (subject to consultation)		

Notes

- ◆ Good Friday falls on Friday, 14 April 2017
 - ◆ *Lanark schools will close 8 and 9 June 2017*
 - ◆ Schools will close at 2.30pm on the last day of terms 1 and 2 (Thursday, 22 December 2016 and Friday 31 March 2017)
 - ◆ Schools will close at 1pm on the last day of term 3 (Tuesday 27 June 2017)
- *Two in-service days proposed for August 2017 to be confirmed.

This annex provides links that schools and local authorities may find helpful when developing a School Handbook. 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 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

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