



# Craigbank Primary School Handbook 2025



# Contents

1. Introduction by the Head Teacher
2. About our school
3. School Ethos
4. Staff List
5. Attendance
6. Parental Involvement/Parent Council
7. The curriculum
8. Assessment and Tracking
9. Reporting
10. Enrolment and Transitions
11. Support for Pupils
12. School Improvement
13. School policies and practical information
14. General Data Protection Regulation as supplemented by the Data Protection Act 2018 (GDPR)

## Appendix A

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

Phone: 0303 123 1023    Email: [education@southlanarkshire.gov.uk](mailto:education@southlanarkshire.gov.uk).



# 1. Introduction by the Head Teacher

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

The Council's Plan Connect sets out the Council's vision which is, "to improve the lives and prospects for everyone in South Lanarkshire".

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

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

I am delighted to welcome you to Craigbank Primary School. Our school has been delivering a high quality service to Larkhall families for many years and, with your help, we aim to continue to help our pupils to become successful learners, effective contributors, confident individuals and responsible citizens.

The excellent behaviour and positive attitude of pupils, the support of parents and the caring dedication of staff, all help to create an inspiring, nurturing environment that supports achievement and attainment and where each child has their individual needs met. In May 2024 the school was awarded National Nurturing School and we continue to implement the six principles of nurture.

Our Vision:

***Dream, Believe, Achieve***

In Craigbank Primary School, all learners work ambitiously together to create a challenging, inclusive and nurturing learning environment that promotes confidence, resilience, respect and the skills for learning, life and work.



**Values: Ambitious, Confident, Responsible, Compassionate**

**We aim to:**

- Provide quality learning experiences based on the principles of curriculum design, that ensure every young person exceeds their potential.
- Raise learner's levels of attainment and achievement through the delivery of the six entitlements.
- Ensure that everyone is treated fairly and justly promoting respect for human rights.
- Provide a nurturing environment which develops the six principles of nurture. We use these principles as a whole school approach which enhances wellbeing for all stakeholders and promotes readiness to learn for all.

- Encourage our learners to be aspirational and have a positive approach to learning, through development of a growth mindset and assisting them in building resilience.
- Commend individual successes and achievements within and out with school to help celebrate the uniqueness of every one of our pupils.

As a member of the Larkhall Learning Community we enjoy close links with our colleagues in Larkhall Academy, the other primary schools and pre-school nurseries to the benefit of our pupils. We readily access the skills and expertise of other professionals when required to support the individual needs of our pupils and their families.

Parents and carers are made most welcome at the school. We have a Parent Council which develops and extends the role of parents further in the life of the school community. We also have a very active parent helper programme where parents support the work of the school. Finally, if having read this handbook, you have any questions or queries please do not hesitate to get in touch with me.

I look forward to meeting you in the future.

A handwritten signature in black ink that reads "Gillian Orr". The signature is written in a cursive style with a large, stylized 'G'.

**Gillian Orr**  
**Head Teacher**



## 2. About our school

School Name	Craigbank Primary School
Address	Glengonnar Street Strutherhill Larkhall ML9 1EL
Phone	01698 882513
Mobile	07517804456
E-mail	<a href="mailto:office@craigbank-pri.s-lanark.sch.uk">office@craigbank-pri.s-lanark.sch.uk</a>
Website	<a href="http://www.craigbank-pri.s-lanark.sch.uk">www.craigbank-pri.s-lanark.sch.uk</a>
X previously known as Twitter	@craigbankpr

<b>Present Roll</b>	145
<b>Stages covered</b>	Primary 1 to Primary 7
<b>Denominational status</b>	Non-Denominational
<b>Gaelic Language Teaching</b>	No
<b>Parent Council</b>	The parent council can be contacted through the school office email.
<b>Community facilities available in the school</b>	Hall Dining Hall
<b>Leadership Team</b>	
Head Teacher	Mrs Gillian Orr
Equity DHT	Mrs Fiona Adams

### Concerns / Complaints

If you have any concerns, in the first instance, please contact the school by phone or email, see above for details. We will endeavour to investigate any issues and contact you within 5 working days of the initial concern.

Complaints Procedure- In the first instance please contact the school. If you feel your concern has not been fully addressed please contact South Lanarkshire Council through the link below.

[https://www.southlanarkshire.gov.uk/info/200170/comments\\_complaints\\_and\\_consultations/579/comments\\_compliments\\_and\\_complaints\\_procedure/3](https://www.southlanarkshire.gov.uk/info/200170/comments_complaints_and_consultations/579/comments_compliments_and_complaints_procedure/3)

You can also make your complaint in person, by phoning our Customer Services Centre on 0303 123 1015, or in writing to Freepost RSGJ-EYAE-EFBC, South Lanarkshire Council, 45 John Street, Blantyre, Glasgow G72 0JG (you do not need a stamp).

Any prospective parents wishing to visit the school, please contact the school to make arrangements for this.

### **Attendance at school**

Every effort should be made to ensure that your child attends school during term time. Please contact the school as soon as possible if your child is unable to attend school. It is important for the school to work with parents/carers in encouraging children to attend school. All absences are required by law to be recorded. Absences will normally fall under two categories – authorised or unauthorised absence. In cases where your child is unable to attend school parents are asked to:

- if you know in advance of any reason why your child is likely to be absent from school, please tell someone at the school, telephone us or let us know in writing. Please also give your child a note on his/her return to school, telling of the reason for absence;
- notify the school first thing in the morning when your child is going to be absent. Let the school know the likely date of return and keep them informed if the date changes;
- If you know they have a hospital/dental appointment, please let us know in advance.

Requests for your child to be absent from school to make an extended visit to relatives either in the UK or overseas must be made in writing to the head teacher, detailing the reason, destination and duration of absence and arrangements for their continuing education. On these occasions the pupil will be marked as an unauthorised absence.

Parents may request that their children be permitted to be absent in order to celebrate recognised religious events. Advance notice should be provided to the school when children will be absent. Appropriate requests will be granted, and the pupil noted as an authorised absentee in the register. (See section 7).

### **Information on emergencies**

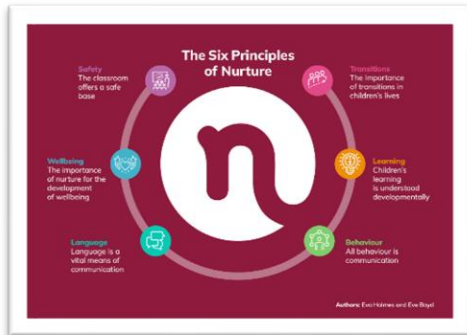
We make every effort to ensure the school remains open during term-time for pupils. However, on occasions circumstances may arise which can affect the school. Schools may be affected by, for example, severe weather, power failures or through any other circumstances that may impact on the school day.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



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

If for any reason, you are unsure if the school is open visit the website [www.southlanarkshire.gov.uk](http://www.southlanarkshire.gov.uk) or email [education@southlanarkshire.gov.uk](mailto:education@southlanarkshire.gov.uk)

## School Ethos



At Craigbank, a nurturing approach using the 6 principles of nurture underpins the whole school, ethos, values and vision for all stakeholders. In September 2022, we began the journey towards achieving National Nurturing Schools status through participation in the Nurture UK programme. In May 2024 we gained National Nurturing Schools Award and continue to sustain this approach through all aspects of school life.

At school we aim, to make school a happy, supportive place in which your child will thrive and develop socially, emotionally, academically and physically. They will develop social skills, moral and cultural values and the academic skills in language, mathematics, health and wellbeing and all other curricular areas which will enable them to learn with understanding and pleasure. An awareness of the duties and responsibilities as members of their community is fostered through developing a sense of equal opportunities and social justice, the encouragement and the practice of good manners, a positive attitude to work, initiative and self-reliance.

We promote positive relationships within the school and foster an ethos which encourages all pupils to be tolerant and respectful towards each other.

Developing strong partnership working is a key feature of our school. We are anxious to work with parents and the local community in helping each child in our school to exceed their potential and recognising and developing any special skills he/she has, academic, physical or aesthetic.

We celebrate achievement through whole school assemblies, certificates, display boards and we celebrate the four capacities and using our social media account.

The vision for Craigbank Primary is to create a community for learning where all pupils are empowered, aspirational and enabled to exceed their potential.

We have a school House System with Captains and Vice-Captains elected by pupils. Every child belongs to a house and work together by lining up in the playground and participating in events like quizzes and sports day throughout the session.

As part of our Standards and Quality Improvement Plan we aim to further develop the whole school communities knowledge of the Rights of the Child as set out by United Nations Convention on the Rights of the Child (UNCRC). We are working together to ensure that these rights are visible within our school community.



## 4. Staff List

Head Teacher  
Equity DHT

Mrs Gillian Orr  
Mrs Fiona Adams

P1

Miss Megan Campbell

P2/3

Mrs Alison Marshall & Mrs Lisa Forrest

P3/4

Mrs Lynne Barr

P5

Mr Moore

P6

Mrs Farquharson

P7

Miss Lesley Craig

Non-class contact cover

Mrs Burrows

### **SUPPORT STAFF**

Clerical (Team Leader)

Mrs Natalie McIntyre

Support Assistant

Mrs Kirsty Burns

Support Assistant

Mr Stephen Gilfillan

Support Assistant

Mrs Elaine McLachlan

Support Assistant

Mr Donald Macleod

Support Assistant

Mrs Joanne Sayer

Support Assistant

Mrs Janet Scott

Support Assistant

Mrs Anne Sharp

Support Assistant

Mrs Fiona Thomson

Support Assistant

Miss Louise Whitlaw

### **Facilities Staff**

Janitor

Mr Allan Gold

Cleaner

Mrs Gallacher

Cleaner

Mrs Scully

Cleaner

Ms Moore

Cook -in-charge

Mrs McLaughlin

Catering Assistant

Mrs Kennedy

Catering Assistant

Mrs MacIndoe



## 5. Attendance at school

Every effort should be made to ensure that your child attends school during term time. Please contact the school as soon as possible if your child is unable to attend school. It is important for the school to work with parents/carers in encouraging children to attend school. All absences are required by law to be recorded. Absences will normally fall under two categories – authorised or unauthorised absence. In cases where your child is unable to attend school parents are asked to:

- if you know in advance of any reason why your child is likely to be absent from school, please tell someone at the school, telephone us or let us know in writing. Please also give your child a note on his/her return to school, telling of the reason for absence;
- notify the school first thing in the morning when your child is going to be absent. Let the school know the likely date of return and keep them informed if the date changes;
- If you know they have a hospital/dental appointment, please let us know in advance.

Requests for your child to be absent from school to make an extended visit to relatives either in the UK or overseas must be made in writing to the head teacher, detailing the reason, destination and duration of absence and arrangements for their continuing education. On these occasions the pupil will be marked as an unauthorised absence.

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

### Emergency Information

We strive to keep the school open during term-time. However, there may be instances such as severe weather or power failures that could affect the school day. In such cases, we will inform you as soon as possible through text messages and our social media channels.

### Severe Weather Protocol

In the event of severe weather like snow or heavy frost, if the school cannot open at the usual time, we will delay the start until 10 am. Notifications will be posted on social media and the council's website.

### Communication

The Council's website, [www.southlanarkshire.gov.uk](http://www.southlanarkshire.gov.uk), will provide updates on school closures or delays including further information about the next school day.

### Parental Responsibilities

- Inform the school of any changes to your contact details.
- If unsure about the school's status, visit the website [www.southlanarkshire.gov.uk](http://www.southlanarkshire.gov.uk) or email [education@southlanarkshire.gov.uk](mailto:education@southlanarkshire.gov.uk).

### Your Commitments

We ask that you:

- Support and encourage your child's learning.
- Respect and adhere to the school's policies.
- Respect school staff and support the school's commitment to your child's education.

### **Family Holidays During Term Time**

Please ensure your child attends school during term time and avoid holidays during this period as it disrupts education and reduces learning time. If a holiday during term time is unavoidable, inform the school in advance by letter.

Holidays during term time will be marked as unauthorised absences, except in exceptional circumstances where parents can demonstrate the inability to obtain leave during school holidays. Unexplained absences will be recorded as unauthorised.

### **Encouraging School Attendance**

We believe that regular school attendance is key to raising attainment and achievement. It's a shared responsibility among parents/carers and the school to emphasise the importance of attending school.

For your convenience, school holiday dates and in-service dates can be found on the council's website: [www.southlanarkshire.gov.uk](http://www.southlanarkshire.gov.uk).

## **6. Parental involvement/Parent Council**

### **Parental Involvement**

The Scottish Schools (Parental Involvement) Act 2006 offers guidance for education authorities, Parent Councils, and others.

Parentzone [Parentzone Scotland | Education Scotland](#) provides resources for parents and Parent Councils, and the National Parent Forum for Scotland offers additional information at [www.npfs.org.uk](http://www.npfs.org.uk).

### **Parental Involvement/Parent Council**

South Lanarkshire Council values parents as partners in their child's education and has published a strategy called 'Making a difference – working together to support children's learning', available on the Council's website:

[www.southlanarkshire.gov.uk/downloads/file/13457/parents\\_as\\_partners\\_-\\_strategy\\_2019](http://www.southlanarkshire.gov.uk/downloads/file/13457/parents_as_partners_-_strategy_2019)

### **The Importance of Parental Involvement**

- Parents, carers, and family members are the most significant influences on children's lives.
- Children spend only 15% of their time in school between the ages of 5 and 16. Research shows that parental involvement in learning leads to better outcomes at school and in life.

### **Our Aims for Parents/Carers**

- To be welcomed and involved in the life of the school.
  - To be fully informed about their child's learning.
  - To be encouraged to contribute actively to their child's learning.
  - To be able to support learning at home.
- To be encouraged to express views and participate in discussions on education-related issues.

### **Parent Forum and Parent Council**

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

### **Getting Involved**

- To learn more about becoming a parent helper or joining the Parent Council and/or Parent Teacher Association, contact the school or visit our website. A guide on the role of a Parent Council, created by parents for parents, is available via this link [Parent Councils](#)

### **Parentzone Scotland**

- A unique website for parents and carers in Scotland, offering information from early years to beyond school.
- Provides up-to-date information about learning in Scotland and practical advice to support children's learning at home.
- Offers more detailed information on additional support needs
- Explains how parents can get involved in their child's school and education.
- Includes details about schools, performance data for school leavers from S4-S6, and links to national, local authority, and school-level data on the achievement of Curriculum for Excellence levels.

## **7. The Curriculum**

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

The curriculum places learners at the heart of education and at its centre are four fundamental capacities - successful learners, confident individuals, responsible citizens, and effective contributors. It includes all of the experiences that are planned for children and young people to support the development of their skills, wherever they are being educated, for example in the family and community, pre-school centre, nursery, and school.

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

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

If you want to know more about Curriculum for Excellence, please visit [Scotland's Curriculum for Excellence \(scotlandscurriculum.scot\)](http://scotlandscurriculum.scot)

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

<b>Level</b>	<b>Stage</b>
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.

### **Active Learning**

An active approach to learning is a main principle underpinning 'Curriculum for Excellence' and we are developing this throughout the curriculum at Craigbank Primary School. As developments take place we will endeavour to involve the children and parents in planning and implementation and to keep parents informed of new strategies.

### **Languages and Literacy**

Language and literacy skills are developed within the areas of reading, writing, talking and listening through a diversity of fact and fiction texts. Language skills are highly valued and there is emphasis placed on the necessity for each individual to develop in language ability to his/her exceed their potential, whilst working at a pace and level suitable to their individual abilities.

Reading for Enjoyment is encouraged in all stages and promoted through the use of story sacks and activity sacks. Book studies such as 'Divided City' and 'The Suitcase Kid' are used to offer cross-curricular opportunities with a literacy focus at each stage.

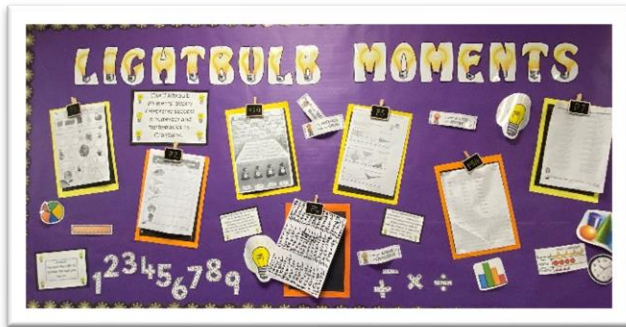


Active Literacy has been introduced throughout the school and is continuing to be fully developed for all pupils. Children enjoy the active nature of spelling and reading and are now very aware of the higher order thinking skills involved in reading, which is helping develop their literacy skills.

A structured writing programme has been developed throughout the school with activities based on the different genres of writing. Active Literacy is used to teach phonics and spelling rules. This is having a positive impact on attainment.

French is the language taught throughout the Larkhall Learning Community of Schools and we aim to develop intercultural awareness of different peoples and cultures in order to become a global citizen.

Basic French Language skills are developed through talking, listening, reading and writing activities. Vocabulary is initially taught through interactive activities. Listening and talking is then developed to reading and writing of words and phrases in vocabulary topics and French is now taught throughout the school from Primary 1.



### Mathematics and Numeracy

Since Mathematics enables us to make sense of patterns and processes in the world around us, we aim to give our learners access to a progressive programme in the areas of Number, Money and Measure, Shape, Position and Movement, Information Handling and Problem Solving. Through adopting a topic approach, children share common learning opportunities which are

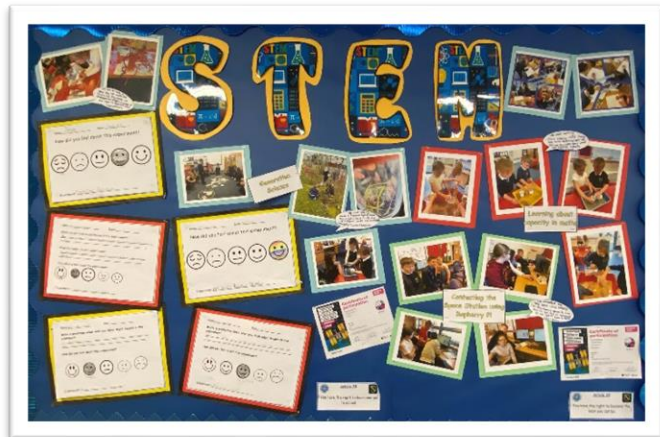
differentiated to individual ability.

Strong emphasis is placed on Active Learning in Mathematics throughout the school, including the use of computing technology. Mental Agility strategies are taught throughout the school using the Big Maths, CLIC approach. Children also use the Numicon resource to deepen their number knowledge through a problem-solving approach and are following an established progression developed in-house. Written activities are based on Scottish Heinemann Maths, TJ Maths and Leckie and Leckie books, additional material is available at all stages to support children who may need additional input at any time. The first level children have Numicon at Home bags which encourage parental involvement in numeracy and mathematics. We are continuing to develop our approach to problem-solving which will further progress the children's skills.

### Social studies, sciences and technologies

Through practical investigations and research, pupils are given a broad understanding of Social Studies, Science and Technologies. Craigbank offers a large, well-equipped suite for class I.C.T. lessons, supported by independent computing stations and interactive whiteboards in all classes. Technology and computing skills are taught alongside cross-curricular opportunities to develop skills.

At Craigbank, our programmes of studies in science and technologies reflect the outcomes and ethos of a Curriculum for Excellence and are developing materials which involve the children in cross-curricular activities which are both challenging and fun.



Each year pupils will participate in main topics focusing on each of People, Past Events and Society, People, Place and Environment and People in Society, Economy and Business. They will participate in main science topics focusing on each of Planet Earth, Forces and Electricity, Biological Systems and Materials. All topics are based on Curriculum for Excellence guidelines and outcomes and take account of individual needs of the pupils.

### Expressive Arts

Using CfE guidelines, learners have rich opportunities to become confident and creative, develop expressive skills and techniques and understand the capacity to enjoy the expressive arts through performance.

Our programmes of study in Art and Design, Dance and Drama have been devised in line with the Curriculum for Excellence Guidelines to ensure a progressive skills-based approach.

Art activities consist of an existing skills building programme and inter disciplinary learning opportunities which encourage creativity and self-expression. A wide variety of two and three dimensional media are used to create, express and communicate ideas. Throughout the school, established artists and elements are studied to enhance an enjoyment in this area.

Drama and Dance skills are developed using established conventions in dance, role playing, movement, voice and stage craft.

Music activities include invention, performing, listening and notation.

Throughout all areas of Expressive Arts, learners are encouraged to respond to Art pieces and performances using appropriate ways to express their feelings.

## Health and Wellbeing



Our programmes of study involve the children in a comprehensive range of activities aimed at developing their understanding of the importance of making the correct choices for their physical and emotional well-being. We are a Health Promoting School and have achieved our Gold Award.

Our established programme of work in P.E. consists of body conditioning, gymnastics, games and dance, following the Borders Council P.E. programme and other resources. In addition to building skills in physical activities, the course focuses on developing personal, social and life skills. We have been awarded the continuing Sport Scotland Gold Award.

Throughout the year, each stage will be offered a topic based on Health and The Human Body which includes investigation into the effects of harmful substances on the body.

There is a Scottish Government expectation that all schools will address Relationships, Sexual Health and Parenthood. At Craighbank Primary we consulted with parents and developed a suitable programme of lessons to share at an age appropriate level.

Mental, emotional and social wellbeing is addressed through the Healthy Schools.Scot programme of work focussing on the SHANARRI indicators. Planning for choices and changes are part of this programme of work, however, particular focus is given in Primaries 1 and 7 to the transition of the children moving into and out of these important stages. A transition programme is also in place at these stages, with close liaison with other agencies and parents.

With an established nurture group in school, we continue to develop the knowledge, understanding and application of the nurture principles in every class and wider school context. Using these principles in all that we do enhances wellbeing for all stakeholders and promotes readiness to learn for all.



## **Religious and Moral Education**

Our Religious and Moral Education Programme enables pupils to develop their own values and beliefs whilst learning about other cultures and religions in order to demonstrate respect for others. Our learners are encouraged to develop their questioning skills and to express their personal opinions. Inter disciplinary learning opportunities are used throughout the lessons to encourage pupils to develop responsible, caring and informed attitudes to all members of society and to appreciate moral values such as honesty, fairness and concern for others.

Our programme focuses on Christianity and other World religions and fully incorporates the Curriculum for Excellence experiences and outcomes.

The school has close links with the Baptist Church, who present at some assemblies, and also with the Machan Trust, a local charity organisation.

## **Spiritual, social, moral and cultural values (religious observance) Rights of Parents / Carers**

The Education (Scotland) Act 1980 states that there is a statutory obligation on local authorities to provide religious observance and religious education in schools. Religious and moral education is a statutory core subject for all pupils attending primary and secondary education, and it is their entitlement to have this taught in a meaningful and progressive way. National guidance advises schools that they should plan and deliver religious and moral education as both a specific subject discipline and one which contributes to high quality interdisciplinary learning. Religious and moral education should, therefore, also contribute to learning and development through the other contexts for learning, that is the ethos and life of the school community and the opportunities provided for personal achievement.

The programme and content for religious education in all South Lanarkshire schools are developed by staff working groups following the national guidance set out in Curriculum for Excellence. In shaping our programme, the national advice for primary schools is that we should teach well planned experiences across Christianity, world religions and developing beliefs and values.



Parents have a statutory right to withdraw children from participation in religious and moral education. However, national guidance also indicates that without this aspect of their education, learners will not enjoy the full benefits of Curriculum for Excellence since this area of their education contributes to pupils thinking for themselves and making their own decisions about what they believe to be true about human living. Where a child is withdrawn from religious observance, the school will make suitable arrangements for the child to participate in a worthwhile alternative activity.

Government guidelines indicate that in non-denominational schools' religious observance should be of a "broadly Christian character". It should reflect the broad consensus of Christian beliefs and values without being specific to any one denomination and the form it takes may vary from school to school. This does not exclude the possibility of drawing on other religious traditions at times. Religious observance should be inclusive, not exclusive, and should allow pupils from various religious backgrounds, or none, to take part. The Scottish Government letter, "Curriculum for Excellence – provision of Religious Observance in schools" (22 February 2011) states that "Scottish Government Ministers consider religious

observance to be an important educational experience for young people at all stages of primary and secondary school”.

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.

## **8. Assessment and tracking progress**

In Craigbank Primary School we offer a differentiated curriculum to our pupils and continually assess their progress using a number of resources and assessment methods. Pupils are involved in informal assessment for learning (AiFL) strategies daily and are familiar with peer and self- assessment, traffic lighting their work to indicate their evaluation of learning.

We also have termly assessment weeks when staff in all stages, formally assess pupils in reading, writing, spelling and maths. The results of these assessments are recorded, assessments kept and the information used to plan for the following term. We use these assessments and tracking sheets in reading, writing, talking & listening and in maths to ensure and evidence progress for all our pupils.

We also have standardised assessments in reading, maths and spelling in P1, P2, P3, P4, P5, P6 and P7.

In addition, the pupils at P1, P4 and P7 have the Scottish Government Scottish National Standardised Assessments in reading, writing and numeracy/mathematics

Pupils’ skills are assessed termly through teacher professional judgement in HWB, PE, Drama and Art.

As we continue to implement Curriculum for Excellence we will further enhance and improve our assessment and tracking to cover all areas of the curriculum so that we can fully monitor and support progress through confirming the strengths and development needs and identifying the next steps for our pupils.

We want to share with you on how your child’s learning is progressing. We do this through the Snapshot jotter, which comes home once per term. This contains all the work completed in class over one week. Each class presents their learning to parents / carers at their Community Café, each class has one Community Café per year.

We also have parents’ appointment twice a year, one in October and one in March as well as a written report in June.

## **9. Reporting**

Reporting will be ongoing and comprise of a range of activities which will include children presenting their learning at showcase events, open afternoons, monthly newsletters and ongoing oral discussions. Parents are very welcome to contact the school for feedback on their child at any point in the session.

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 to discuss your child's education.

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

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

## 10. Enrolment and Transitions

### Enrolment – how to register your child for school.

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

[www.southlanarkshire.gov.uk/info/200186/primary\\_school\\_information/392/enrolling\\_your\\_child\\_for\\_school](http://www.southlanarkshire.gov.uk/info/200186/primary_school_information/392/enrolling_your_child_for_school)

If you have any difficulty in identifying your catchment school, please email [Edsuppserv.helpline@southlanarkshire.gov.uk](mailto:Edsuppserv.helpline@southlanarkshire.gov.uk)

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

Proof of where the child lives may also be needed.

If your child is due to start school in August 2025, you can enrol online from Monday 6 January 2025. Your catchment school will contact you between Monday 13 to Friday 17 January 2025 to confirm your enrolment.

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

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

### Change of School/Placing Request

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

school are filled you will be offered a place at the next nearest appropriate South Lanarkshire School.

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

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

### **Transition from primary to secondary school**

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

We will also provide you with information at this time on events designed to support P7 children before they move on to secondary school.

## **11. Support for Pupils**

### **Getting it right for every child.**

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

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

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

More information can be found on:  
[www.scotland.gov.uk/gettingitright](http://www.scotland.gov.uk/gettingitright)

### **Support for All (Additional Support Needs)**

In Craigbank Primary School we aim to give every child the opportunity to exceed his / her full potential through a challenging and supportive curriculum and by setting appropriate targets with pupils. It is our experience that many children may encounter barriers to

learning and may need additional support in school, some for a short period of time and others for an extended period of time.

The reasons for additional support needs are wide and varied and can arise from a range of circumstances including: Learning Environment, Disability or Health need, Social or Emotional Factors and Family Circumstances.

Our class teachers are experienced in supporting a child with additional needs and have access to other professionals to support pupils' learning. We currently benefit from weekly visits from a Specialist Support Teacher and have access to the skills of the Educational Psychologist, Inclusion Services, Occupational Health, Speech and Language, Women's Aid and other agencies and professionals.

We believe in the full involvement of parents and work closely with them and the child to ensure equality of opportunity. Parents will be invited to meet with the professionals who work with their child and be involved in setting targets.

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

In keeping with duties set out in the Education (Additional Support for Learning) (Scotland) Act 2004 (as amended) the guidance states that handbooks should specifically mention Enquire, the Scottish advice service for additional support for learning.

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

Enquire – the Scottish advice service for additional support for learning

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

Phone Helpline: 0345 123 2303

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

Email Enquiry service: [info@enquire.org.uk](mailto:info@enquire.org.uk)

Advice and information is also available at [www.enquire.org.uk](http://www.enquire.org.uk)

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

If you would like to order our leaflets, postcards or guides to share with parents and carers of pupils in your school, please contact us on [info@enquire.org.uk](mailto:info@enquire.org.uk)

## **Attachment Strategy for Education Resources**

### **Attachment – what we do to support children and young people**

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

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

#### ***What does it set out to do?***

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

#### ***How can I find out more?***

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

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

## **12. School Improvement**

Over the last 12 months the school has celebrated many achievements. These have included: The P5 class celebrating a social enterprise award for running a breakfast café to raise money and collected food for the local foodbank. The whole school being effective contributors and raising money for Children in Need and Poppy Scotland. The parents and pupils also had showcase event in Book Bug and Read Write Count Bags to help develop parental knowledge about how to use this wonderful resource from the Scottish Book Trust. Our P1-P3s performed the nativity story, The Innkeeper's Breakfast, and the P4-P7s all performed Disney sketches which were performed in the school hall for parents and carers. The children had lots of opportunities to participate in extra-curricular clubs: Football, Netball, Machan Trust Lunch Craft Club, Multi-Sports, STEM Club, Coding Club.

To help the pupils apply their learning across the curriculum they have been involved in many activities, including; The Farm, Katie Morag, The Rain Forest, The Rugby World Cup, The Scottish War of Independence, World War Two.



All classes use Google Classroom at all stages, the learners can access their homework. P1-P3 can access their tasks online and complete their homework on paper, P4-P7 complete their work online.

Our School Improvement Plan identifies areas for the school to focus on:

- To promote the wellbeing of our pupils by developing a strategic and coherent approach to focusing on positive wellbeing. Continue the development of Growth Mindset and Building Resilience approaches across school and classrooms. Further development of the whole school nurturing approaches including our continuing journey in the National Nurturing Schools programme. Refreshed programme of study in Relationships, Sexual Health and Parenthood based on online resource RSHP.scot
- Developing consistent pedagogy across the school in the use of Maths Recovery approaches in numeracy and mathematics with a focus on pedagogy, engagement, collaboration and assessment.
- Reviewing and revising the curriculum rationale to create a bespoke curriculum for our school context.
- Improving the attainment in writing through the staff participating in a whole school practitioner enquiry which aims to further developing the pedagogy in the teaching of writing focussing on the use of allocated talk time during planning, writing and assessment.

Over the next few years, we have committed ourselves to continue improving the experiences of all of our learners in our care; to increase the opportunities learners have to apply their learning in numeracy and maths across real-life contexts, supporting judgements made by teachers in relation to achievement of a level and to develop a consistent approach to all aspects of Active Literacy.

Further information on school achievements are detailed in the Standards and Quality Report, copies of which are available on our school website.

### **PEF and Participatory Budget**

The school receives Pupil Equity Funding from the Scottish Government. This is to assist in reducing the poverty related attainment gap. The school uses most of the PEF to have extra staff in the classroom, this is both teaching staff and support staff. Staff assist the children in small group situations or individual one-to-one interventions, eg. Catch Up Literacy, Catch Up Numeracy, Forest Schools, Nurture

As part of PEF 5% is given to the stakeholders to decide how to spend this funding. This year, pupils, parents and staff voted by Microsoft form to use the participatory budget to assist in funding educational trips.

## **13. School policies and practical information**

### **School Meals**

#### **Primary pupils**

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

All primary schools run a Breakfast service from 8.00am to 8.45am with pupils being offered a selection of toast, cereal or fruit along with a cup of milk.

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

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

Pupils in:

Primary 1 - 5 receive a free school lunch.

Primary 6 - 7 meal cost is £2.17

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

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

### **Adapted diets**

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

### **Free School Meals**

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

Income Support, Universal Credit (where your take home pay is less than £796 per month), Job Seeker's Allowance (income based), Employment and Support Allowance (income related), Working Tax Credit and Child Tax Credit (where your gross annual income does not exceed £9,552 as assessed by the HM Revenues and Customs), Child Tax Credit Only (where your gross annual income does not exceed £19,995 as assessed by the HM Revenues and Customs) or receive support under Part VI of the Immigration and Asylum Act 1999.

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

We would encourage parents of children who are in receipt of any of the above benefits to take up this opportunity of having a meal provided for their child when they are at school. Arrangements are in place to ensure anonymity is protected of children who receive free meals and we encourage all children to remain in school at lunch time.

Our school has a breakfast club which is open from 8.00am – 8.45am. The breakfast club is run by the Machan Trust

### **School uniform**

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

In addition, the wearing of a uniform helps towards increasing the protection of all pupils. The wearing of a uniform helps staff and the pupils to distinguish between who belongs to the

school and those who may be visitors. This enables staff to approach and identify visitors more readily and helps in trying to offer a safer environment for pupils and teachers alike.

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

There are forms of dress which are unacceptable in all schools such as:  
the wearing of football colours

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

We would encourage pupils at Craigbank Primary School to wear the following items of uniform:

- |  |   |
|--|---|
| <ul style="list-style-type: none"><li>• <b>Girls</b></li><li>• White blouse</li><li>• School tie</li><li>• Navy cardigan</li><li>• Navy school cardigan/sweatshirt</li><li>• Navy skirt/trousers</li><li>• White polo shirt (<b>for PE only</b>)</li></ul> | <ul style="list-style-type: none"><li>• <b>Boys</b></li><li>• White shirt</li><li>• School tie</li><li>• Navy pullover</li><li>• Navy school sweatshirt</li><li>• Navy trousers</li><li>• White polo shirt (<b>for PE only</b>)</li></ul> |
|--|---|



School ties, which are now made from recycled plastic bottles, are available from the school office and all other items are available online from <https://myclothing.com/craigbank-primary-school/6124.school> and Scotcrest Uniforms in Hamilton.

## Allergies

Many children in our schools have allergies, and it is crucial for parents to keep the school informed about these conditions.

## Health Care Plans

- Allergies can manifest at any time with symptoms ranging from mild to severe.
- Children with moderate to severe allergies often have a Health Care Plan from the NHS, detailing symptoms and interventions.
- Parents must share this plan with the school and provide updates as necessary.

## Mild Symptoms

- Even without a Health Care Plan, parents should regularly update the school on any new triggers, medications, or actions required.

## Employee Training

- School staff need to know your child's symptoms, treatments, and actions required to prevent exposure and minimise the risk of reactions.
- Employees receive training on allergies and will consult with parents and the NHS for any additional specialist training needed.

## Policy Adherence

- In supporting children and young people with allergies, school staff will follow South Lanarkshire Council's Safe Systems of Work, risk assessment process, and national guidance on the administration of medicines.

## Support for parent/carers

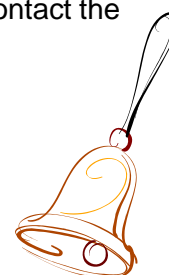
### Clothing grant

In certain circumstances the Council provides support to parents/carers for the purchase of school wear. This also now includes nursery children aged 3 and 4 years old.

Applications can be made online at [www.southlanarkshire.gov.uk](http://www.southlanarkshire.gov.uk). If you are required to submit evidence of your Tax Credit income or your Universal Credit Statement it is important that all pages of this evidence is submitted with to your online application. Should you require further information, or you are unable to submit an application online then please contact the helpline number **0303 123 1011** (option 5).

### School hours/holiday dates

School begins	9.00am
Interval	10.30-10.45am
Lunch	12.15pm-1.00pm
School closes	3.00pm



School holidays and In-service days are available on the council website and a list is provided. [www.southlanarkshire.gov.uk](http://www.southlanarkshire.gov.uk)

## Transport

### School transport

South Lanarkshire Council's mainstream school transport policy provides transport for primary school pupils who live one mile or more from their catchment primary school by the shortest safe walking route.

The calculation on the measurement of distance from home to school is measured using a Geographical Information System (GIS), which is used for all measurements to ensure that Council Policy is consistently applied across the Authority.

More details on school transport can be found at the following link including the online application form:

[https://www.southlanarkshire.gov.uk/info/200186/primary\\_school\\_information/545/school\\_transport](https://www.southlanarkshire.gov.uk/info/200186/primary_school_information/545/school_transport)

If you consider your child to be eligible you should complete the online application form. Forms should be submitted before the end of March for those pupils starting school in August to enable the appropriate arrangements to be made.

A privilege transport scheme is operated on mainstream school contracts where a pupil is not entitled to free school transport. Privilege Transport will only be provided where there is a space on an existing school contract and will be from and to designated pick-up and drop-off points. It will not be provided where a service bus is used on the school run. Any spare capacity will be allocated using agreed priorities.



A new application must be made each year.

More details on Privilege school transport may be found here:

[https://www.southlanarkshire.gov.uk/info/200186/primary\\_school\\_information/784/privilege\\_transport\\_to\\_school](https://www.southlanarkshire.gov.uk/info/200186/primary_school_information/784/privilege_transport_to_school)

### **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.

Mainstream School Transport contact details:

e-mail: [school\\_transport@southlanarkshire.gov.uk](mailto:school_transport@southlanarkshire.gov.uk)

tel: 0303 123 1023

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:

### **Insurance for Pupils' Personal Effects**

South Lanarkshire Council has noted an increase in claims for loss or damage to pupils' clothing and personal effects. Please be aware of the Council's insurance policy regarding pupils' personal items:

#### **Theft/Loss of Personal Effects**

- The Council is not responsible for the loss or theft of pupils' personal items, such as mobile phones or tablets. These items are brought to school at the pupil's and parents' own risk.
- To prevent loss, please avoid bringing valuable or unnecessarily expensive items to school.
- Staff members are instructed not to take custody of any personal items.
- This policy also applies to musical instruments and other equipment used for school activities. If such items are left at school, it is at the pupil's and parents' own risk.
- For valuable items like musical instruments, parents should ensure they are covered by their own household insurance.

#### **Damage to Clothing**

- The Council is only liable for damage to pupils' clothing if it is caused by the negligence of the Council or its employees. Claims for other reasons will not be accepted by the Council's insurers.

## **.Promoting positive behaviour**

It is the responsibility of staff within the school to ensure that parent council members, parents and pupils are involved in the creation of a positive school ethos that encourages good behaviour. Equally, the school whilst trying to promote positive behaviour must support young people should incidents or bullying occur. Parents have a significant role to play in working with the school so that teachers, parents, and pupils know what is expected of them in trying to change the behaviour and attitudes that contribute to bullying behaviour.

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

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

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

## **Child Protection**

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

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

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

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

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

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

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

[www.childprotectionsouthlanarkshire.org.uk](http://www.childprotectionsouthlanarkshire.org.uk)

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

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

Education Resources has also prepared a privacy notice (below) which sets out how we will deal with personal information as part of our statutory function as an education authority. For more information, please contact the school.

### **Privacy Notice**

#### **Introduction**

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

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

#### **Using your personal information**

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

#### **Information we collect from you about you and your child at enrolment.**

When you enrol for a nursery or school, we ask for the following information:  
parent/carer contact details (name, address, phone, email).

the child's name, date of birth, gender, and address.

information about medical conditions, additional support needs, religion, and ethnicity.

any information you may wish to provide about family circumstances.

#### **Information we collect at other times.**

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

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

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

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

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

### **Information that we collect from other sources.**

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

exam results and assessment information.

information about health, wellbeing, or child protection.

### **Why do we need this information?**

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

for the education of children, young people and adult learners.

for teaching, enrolment, and assessment purposes and to monitor the educational progress of children, young people and adult learners;

to keep children and young people safe and provide guidance services in school;

to identify where additional support is needed to help children, young people and adult learners with their learning;

to maintain records of attendance, absence and behaviour of children and young people (including exclusions);

to support children and young people moving on each year from nursery to primary, primary to secondary and when they move or leave school;

to help us develop and improve education services provided for young people, adult learners, or families

In accordance with our legitimate interests as an education authority we will also use your information to create statistical reports.

### **We will share your information with:**

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

The Scottish Government and bodies such as Education Scotland, Scottish Qualifications Authority, Skills Development Scotland, and other organisations that support children and young people's learning.

Other parts of the Council when required for services such as school meals, school transport, education benefits and with Social work in connection with any child protection concerns we become aware of.

The NHS, to support health initiatives in accordance with the legal obligation on the Council in terms of section 39(3) of the National Health Service (Scotland) Act 1978.

South Lanarkshire Leisure and Culture Limited, where children and young people are participating in sports and leisure activities.

Other schools/local authorities – if a child moves or transfers to another school the Council has an obligation to pass on information with regards to pupil records to the new school/local authority.

You have the right to access your personal information as well as the rights of rectification, erasure, restriction, and the right to object. For information on these rights and how to exercise

them or for information about how we manage your personal information, you can get a copy of our full privacy notice from our website:

([https://www.southlanarkshire.gov.uk/info/200235/meta/1730/general\\_privacy](https://www.southlanarkshire.gov.uk/info/200235/meta/1730/general_privacy)).

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

## **The Freedom of Information (Scotland) Act 2002**

The Freedom of Information (Scotland) Act 2002 came into force on 1 January 2005 and gives a person the right to request information held by Scottish public authorities.

The act refers to information held in a 'recordable' format and relates to information held within documents, not the documents themselves.

Parents wishing to make a request for information under the terms of the Freedom of Information (Scotland) Act 2002 should submit their request in writing to:

Freedom of Information Officer  
Education Resources  
South Lanarkshire Council  
Council Offices, Almada Street,  
Hamilton, ML3 0AA

Or email: [foi.request@southlanarkshire.gov.uk](mailto:foi.request@southlanarkshire.gov.uk)

Requests for information can also be submitted using the online form available from the South Lanarkshire Council website (Request it section) ([www.southlanarkshire.gov.uk](http://www.southlanarkshire.gov.uk))

### **Appendix A**

For a comprehensive list of useful information, please visit the Council's website:

[http://www.southlanarkshire.gov.uk/info/200186/primary\\_school\\_information/1264/curriculum\\_for\\_excellence/3](http://www.southlanarkshire.gov.uk/info/200186/primary_school_information/1264/curriculum_for_excellence/3)

#### **Additional Information**

- **Education Scotland's Communication Toolkit:** A resource for engaging with parents.
- **The Scottish Government Guide Principles of Inclusive Communications:** Offers information on communications and a self-assessment tool for public authorities.
- **Choosing a School: A Guide for Parents:** Provides information on choosing a school and the placing request system.
- **A Guide for Parents About School Attendance:** Explains parental responsibilities regarding children's attendance at school.

#### **Parental Involvement**

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

Parentzone provide information and resource for parents and Parent Councils National Parent Forum for Scotland; [www.npfs.org.uk](http://www.npfs.org.uk)

## **School Ethos**

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

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

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

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

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

## **Curriculum**

Information about how the curriculum is structured and curriculum planning.

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

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

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

Information on the Senior Phase

Information on Skills for learning, life, and work

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

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

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

## **Assessment and Reporting**

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

Information about Curriculum for Excellence levels and how progress is assessed.

Curriculum for Excellence factfile - Assessment and qualifications

Information on recognising achievement, reporting, and profiling.

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

## **Transitions**

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

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

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

The Additional support for learning page provides links to relevant legislation and guidance, including the arrangements that should be in place to support pupils with additional support needs.

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

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

Parenting Across Scotland offers support to children and families in Scotland.

### **Support for Pupils**

The Additional support for learning page provides links to relevant legislation and guidance, including the arrangements that should be in place to support pupils with additional support needs.

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

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

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

### **School Improvement**

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

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

Scottish Credit and Qualifications Framework (SCQF)

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

Amazing Things - information about youth awards in Scotland

Information on how to access statistics relating to School Education

## **School Policies and Practical Information**

**National policies, information and guidance can be accessed: from the Scottish Government website on [www.gov.scot](http://www.gov.scot) with an update on school inspection outcomes being available via the Education Scotland website.**