St Athanasius’ Primary
John Street
Carluke.
ML8 4DD

Handbook 2016/17
“Veritatem persequi”
Welcome to St Athanasius’ Primary School
Head Teacher’s Introduction

I am pleased to present our school handbook for session 2016/2017. The information in this book will help you to learn more about St Athanasius’ Primary School and about how we can work together to provide the best possible care and education for our children.

The members of our school community: pupils, teachers and staff, share close relationships. Every member is a valued, respected and important member of a team, all taking a pride in themselves and in their school, all working to help our children to be the best they can be. We are an integral part of the wider community. St Athanasius’ school is part of a three-way partnership. We consider our parents to be our partners in the education of our children. The other partner is the Church. We respect your views and are very happy to listen. We ask parents to support and assist the school’s aims and policies so that we can provide the best possible education for our pupils. ‘Every voice counts’ and our children’s views are also very important. They are represented by their Pupil Council and their House Captains.

The teaching of French throughout the school enhances our broad and balanced curriculum, as detailed in this handbook. There are many extra curricular activities for our pupils, such as Football, Netball, and Athletics, Badminton, Cross Country, School Choir, Drama, and Art – for boys and girls of all ages!

Parents are invited to the school on twice a year to discuss their child’s progress with the class teacher and we are always happy to meet with parents at any other mutually convenient time. We also hope to welcome you on the many other occasions when we will share our children’s talents at our monthly OSCARS Assembly, coffee mornings and Christmas musicals.

Each child is encouraged and motivated towards success by our dedicated staff, in a positive ethos of achievement, where success is celebrated. High but achievable standards of work and behaviour are set so that every child can achieve his/her potential. Our achievement wall proudly displays a whole school record for all to see.

Our new, multipurpose, modern facility has a fantastic ethos and level of achievement. Staff and pupils in St Athanasius’ Primary embrace the Curriculum for Excellence. This enables all our children to become: Successful Learners, Confident Individuals, Effective Contributors and the Responsible Citizens of the future.

We invite your partnership even before your son or daughter comes to school and look forward to meeting with you and to working with you through the years ahead.

Yours sincerely

Francis Farrell
Head Teacher
January 2016
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Introduction

St Athanasius’ Primary is one of 124 primary schools throughout South Lanarkshire Council.

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.

The context for service delivery in Education Resources takes account of major national and local developments. These include a commitment to implement all aspects of the national programme, Curriculum for Excellence ( CfE ); a commitment to work in partnership with colleagues to meet the challenges of ‘Getting it Right for Every Child’; and an awareness of the need to seek continuous improvement as we embark on a Journey to Excellence. Locally, the community plan, Stronger Together, and the ambitious outcomes for children within Education Resources’ framework of core policies help to inform the Resources Plan.

It is hoped that with your support and the support of other parents that the school can work together in creating an environment where children can be successful learners, confident individuals, effective contributors and responsible citizens.

Curriculum for Excellence is now embedded on practice across Scotland for all 3–18 year olds – wherever they learn. It aims are to raise standards, prepare our children for a future they do not yet know and equip them for jobs of tomorrow in a fast changing world.

Curriculum for Excellence enables professionals to teach subjects creatively, to work together across the school and with other schools, to share best practice and explore learning together. Glow, Scotland’s unique, world-leading, online network supports learners and teachers in this and plans are already in place for parents across the country to have access to Glow.

Teachers and practitioners will share information to plan a child’s ‘learning journey’ from 3–18, helping their progression from nursery to primary, primary to secondary and beyond, ensuring the change is smooth. They’ll ensure children continue to work at a pace they can cope with and with challenge they can thrive on.

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

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

There is personal support to help young people fulfil their potential and make the most of their opportunities with additional support wherever that’s needed. There will be a new emphasis by all staff on looking after our children’s health and wellbeing – to ensure that the school is a place where children feel safe and secure.

Ultimately, Curriculum for Excellence aims to improve our children’s life chances, to nurture successful learners, confident individuals, effective contributors, and responsible citizens, building on Scotland’s reputation for great education.

Useful websites:

www.ltscotland.org.uk/parentzone/cfe
www.LTScotland.org.uk/commstoolkit
www.ltscotland.org.uk/learningteachingandassessment
Some feedback about St Athanasius’ Primary

I'm going to miss St Athanasius' School. It has given me so much. I have had a brilliant time here. I wish we had a Primary 8 Emma P7

Our school is just fantastic. The teachers are great. St I hope St Aidan's is as good as it has been here ! Grace P7

There are so many words I could say. All my grandchildren have attended St Athanasius’ School. The staff encourage them to develop all their talents. Many thanks! Rose

Outstanding school, outstanding staff. Pupils second to none. As A parent I can’t praise the school highly enough. Richard - Parent

As a long standing member of staff, I enjoy both my roles as a teacher and member of the SMT. I enjoy working alongside Mr Farrell in developing the strong community ethos we have here. Mrs Callan

Where do I start..charity work, concerts, showcasing work community involvement. St Athanasius is a happy, vibrant and high achieving school. John - Parent

Wonderful school Great vision Inventive Creative Magic Did I miss something out Paul - Former Pupil

Mr Farrell and his staff do a fabulous job not just with our own children but all the children. I’m amazed at the OSCARS to watch the confidence of those pupils when they do their presentations. Catherine - mother and parent

Simply outstanding! The teachers care for the children and promote them all the time. Mairi - parent

I am proud to be head teacher of our school. The children work hard and use their talents everyday. The staff work hard and create a wonderful ethos. St Athanasius' Primary is a great place to be in ! Francis Farrell Head

Our school is just great ! Catherine P2

St Athanasius’ Primary, has excellent qualities such as working relationships between staff and pupils. A positive ethos promoting health and well being and a safe environment for children to work in. Mrs Crockett

As both a parent and teacher here in St Athanasius’ Primary, I believe this school to be both a nurturing and stimulating place for children to learn. Our shared values of inclusion, truthfulness and respect, permeate throughout the school at every level. Mrs O' Hara Primary 2

"The staff and pupils at St Athanasius Primary School create a warm and welcoming atmosphere. All children are happy, safe and motivated to learn." Mrs Clarkson Primary 4
Section 1: Establishment Aims

Aims

Our aim is to provide a quality education in a happy and supportive place of learning where pupils are taught the fundamentals of the Catholic faith and learn respect for all other creeds and religions. In co-operation with our parents we hope to enable our pupils to take a useful place in society. In school they are taught to be literate and numerate, develop knowledge about the world and their place in society and to have a knowledge and love of the arts and music. We try to discover and nurture individual talents, develop skills both physical and mental and foster enquiring minds so that children become independent learners.

In personal and social development we aim to help the children develop a healthy attitude to others both in school and in the community; to have respect for themselves, their peers, all adults and all with whom they come in contact irrespective of race/creed or colour.

Vision, Values & Aims

Our Vision, Values & Aims were reviewed and updated last session in partnership with Pupils, Staff & Parents. Our Pupil Council also played an active role.

As a Roman Catholic Primary School, we recognise the need to educate our pupils within a moral framework that ensures Christian values of:

- Tolerance
- Respect
- Justice
- Peace
- Love of God.

We believe that pupils learn best in a secure and happy environment where they feel confident, valued and trusted and which provides the highest quality of education. We promote Gospel values, through celebration and worship, and through service to the common good. We believe that pupils should be challenged with a range of learning experiences so that they develop to the maximum of their potential and enjoy learning to the full through the promotion of enthusiasm and curiosity.

Aims & Values

We aim to provide a safe, health promoting, stimulating environment and a curriculum of the highest quality that will enable our pupils to:

- benefit from a commitment to the integrated education and formation of the whole person, in close partnership with parents as the first educators of their children
- develop as confident and motivated individuals with enquiring minds who make informed choices and decisions and who can solve problems and make reasoned evaluations
- gain knowledge, skills and understanding appropriate to a fast-changing technical world and Scotland’s place in it, so that they may become self-reliant and adaptable
- acquire in particular, the enabling skills of literacy, numeracy and communication
- develop an understanding of the past which will help them live successfully in the present and to plan intelligently for the future
• develop an enterprising attitude and thus experience the value of co-operation
• understand the feelings, cultures and beliefs of others, to respect their values and to consider thoughtfully their own attitudes, beliefs and values
• achieve their full potential and to take pride in that success whilst taking pleasure in the achievement of others
• relate to others, manage themselves and pursue an active and healthy lifestyle
• continue to raise attainment and achievement through effective learning and teaching.
• ensure all pupils have equal access to a quality education and are empowered to participate fully in the life of their community.
• empower children to become responsible citizens of society.
• enhance the ethos through recognising and celebrating the success of all.

We aim to sustain and further develop excellent relationships among all pupils, staff, parents and members of the wider school community.

We aim to promote health and well-being and enable all children to develop their capabilities as:

- Successful learners
- Confident individuals
- Responsible citizens
- Effective contributors

Our Eco Committee with Eco Green Flag

Enterprise Day

St Athanasius at the Carluke Gala Day

With Mr Duffy from Classrooms for Malawi
SPIRITUAL, SOCIAL, MORAL AND CULTURAL VALUE (Religious Observance)

Religious Education is an important part of the school curriculum, though parents have the right to withdraw their child from any instruction in religious subjects without such a pupil being placed at any disadvantage with regard to secular instruction. Parents who wish to withdraw their child from religious instruction may do so by telephoning or writing to the headteacher. This Is Our Faith, approved by the Vatican and our own Diocese of Motherwell is now embedded in primaries one – seven along with its aim to give pupils an understanding of scripture appropriate to their age as well as being concerned with the fundamental teachings of the Catholic Church and the Education for Love programme focuses on relationships and moral education. Father Macgill, our Parish Priest is a regular visitor to the school throughout the year and he celebrates mass in school on special occasions. Preparation for the Sacraments of Reconciliation, Holy Communion and Confirmation are integral parts of the programme offered.

This Is Our Faith offers a systematic presentation of the Christian event, message and way of life in ways appropriate to the age and stage of development of the child. This Is Our Faith provides the opportunity for celebration, prayer and reflection in implicit and explicit ways. Preparation for the Sacraments of Reconciliation, First Communion and Confirmation is effectively implemented at the appropriate stages in the child’s development. This Is Our Faith also provides the children with the language of religious experience, whereby they can explore their faith and the faith of others within the terms of their own understanding.

All of the above is done, in the formal curriculum; through the This Is Our Faith and God’s Loving Plan (Sex and Moral Education) programmes of study for P1-P7. These are the programmes approved by the Bishops of Scotland for Catholic Primary Schools. All materials are available for parents to view on request throughout the session.

Father Tom Magill is a frequent and welcome visitor to our school. As well as visiting classes, helping the children to express, develop and deepen the faith that has been explored in the This Is Our Faith programme. There are also opportunities for Prayer Services, and for the celebration of the Sacrament of Reconciliation.
This Is Our Faith plays a vital role in our policy of ensuring that all pupils, irrespective of belief, race, culture, class, gender and disability are provided with an education which allows them to develop their full potential. This Is Our Faith promotes and fosters positive values such as respect, love, tolerance, understanding and fairness. At the same time we strive to identify and combat stereotyping, racism and all forms of discrimination wherever they occur.

In the case of those children who are not Catholic, parents can be reassured that religious education is approached sensitively and in a climate of great respect for those of other faiths and none.

**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. 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.

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

It is manifest from the history of denominational education Scotland, and particularly from the continuing guarantees given at the time of passing of the Education (Scotland) Act 1918 and in the current legislation with regards to religious instruction and observance, that such religious instruction and observance form part of the religious tradition and ethos in Catholic Schools and plays an important part in the education provided in this school.

The Scottish Government also recognises that:

Where a parent chooses a denominational school for their child’s education, they choose to opt in to the school's ethos and practice which is imbued with religious faith and religious observance. In denominational schools, it is therefore more difficult to extricate a pupil from all experiences which are influenced by the school's faith character.

Scottish Government Ministers welcome the tradition that, in Roman Catholic Denominational schools, Catholic Liturgy will largely shape the nature and frequency of Religious Observance activities in classroom and in the wider school community. So, at times, children and young people will be invited to participate in, and sometimes lead, prayer and reflection.
in classroom in classrooms and at assemblies. At other times, to honour particular occasions or feasts, chaplains will lead school communities in the celebration of Mass and other forms of liturgical celebration.

Father Tom Magill our Parish Priest, can be contacted at 01555 771250

**EQUAL OPPORTUNITIES AND SOCIAL JUSTICE**

It is school policy that equal curricular and social opportunities are offered to girls and boys. We aim to help our pupils become aware of the reality and opportunities for men and women to make an equal contribution to society and the world of work. Every effort is made to help pupils to become aware of the demands of living in and contributing to, a multicultural society.

Educational provision and social opportunity is offered to all regardless of religion, race, gender, or physical disability. The head teacher will be happy to deal with any enquiries in this regard and to help parents to access information.

The pupils make a particular contribution to social justice through their distinguished efforts to support charitable projects over many years. For example this year alone, pupils donated £1000 to Missio Scotland to support starving children all over the world, and also £1000 to SCIAF, to help the poorer nations around the globe. We gave £1000 to Classrooms for Malawi who also received a further £1200 from a child in Primary 3 through her fund raising.

Charity work and Global awareness – Classrooms for Malawi and Action Research
Section 2: General Information

St. Athanasius' Primary School
John Street
Carluke
ML8 4DD

Telephone  - 01555 771418
Fax        - 01555 773115
E mail     headteacher@st-athanasius-pri.s-lanark.sch.uk
School website www.st-athanasius-pri.s-lanark.sch.uk

School Roll  162 in Primary  40/40 Nursery ( Total 242)

Denominational status  Roman Catholic  Co -educational

School Staff

Head Teacher                  Mr. Francis Farrell
Principal Teacher            Mrs Brenda Callan

Class Teachers
Miss Marie Connachan          P7
Miss Meryl Sanders            P6
Mrs Fiona Redmond             P5
Mrs Danielle Clarkson         P4
Mrs. Karen White              P2/3
Mrs. Brenda O’ Harra          P2
Mrs Maureen Smith             P1
Mrs Jacqueline Donnelly PE, Computing ( CCC)

Nursery Teacher               Mrs Fiona Dougall
Team Leader                    Miss Kim Leggatt
Nursery Nurse                  Mrs. Sheila. Reilly
                               Mrs Tracy Ewart
                               Mrs Elaine Mc Phail
                               Mrs Gillian Connacher

Janitor                       Mr. Jimmy Le Blond

Team Leader                    Mrs. Angela Mc Laughlin
Clerical Assistant            Mrs. Deborah Johnston
Support Assistant             Mrs. Caroline Crockett
Support Assistant             Mrs Claire Fleming
Support Assistant             Miss Nicole Storrie
Support Assistant             Mrs Margaret Lumsden

The total number of teaching staff, therefore, expressed as a full time equivalent is 9.2 in the primary school with an additional teacher and nursery nurse in the nursery class.
WHOLE SCHOOL RESPONSIBILITIES

Head Teacher  Mr F Farrell

Whole School / Staff development  
Discipline  
Health & Safety  
Care & Welfare/Child Protection  
Budget  
Absence Cover  
Curriculum Development  
Quality Assurance  
Additional Support for Learning  
Joint Support Team  
Primary / Secondary Liaison  
Primary / Pre 5 Liaison  
Parent Council & PTA  
Whole School Communication  
Pastoral needs of staff and pupils  
Assessment Procedures  
Standards and Quality Reports  
Strategic and Operational Plans

Principal Teacher - Mrs B Callan

Responsibility for Nursery  
Mentor Newly Qualified Teachers  
Primary / Pre 5 Liaison  
Curriculum Development  
Assist with Quality Assurance  
Parent Council Staff Representative  
Continuous Professional Development Co-ordinator  
Assist Head Teacher in the general management and leadership of the school.  
Deputise for Head Teacher in his absence  
Co-op teaching  
Partnership with parents  
Assist Head teacher with Standards & Quality Reports & School Plan  
Facilitate and monitor Support for Learning in P1 - 3

Mrs Callan, Principal Teacher has a full management remit with a specific remit for the Nursery Class as well as mentoring of probationary teachers.Mrs Callan also deputises for Mr Farrell in his absence.

Parents should note that the working capacity of the school may vary dependant upon the number of pupils at each stage and the way in which the classes are organised.
Provision is made for pupils in stages Primary 1: 2: 3: 4: 5: 6: 7: depending on numbers it may be necessary to organise some stages into composite classes. The nursery facility caters for children from 3 years of age.

A nursery facility has been in operation in St. Athanasius’ since August 1998.

It is Council Policy that school accommodation is made available as far as possible outwith school hours, for use by the community. Such use by groups, clubs etc., will be in accordance with letting procedures.

**HMIE Report June 2008.**

St Athanasius Primary had their HMIE Report published in June 2008 after an inspection took place in February 2008. The report highlighted many positive aspects of the school and examples of good practice. The HMIE Report may be accessed [www.educationscotland.gov.uk/inspectionandreview/](http://www.educationscotland.gov.uk/inspectionandreview/)

**St Athanasius’ Primary School Improvement Plan 2016/17**

School Improvement Plans are standard practice for all schools and used as a tool to take the school forward and enhance teaching and learning. Please find below, a summary of the priorities for the current session followed by a summary of future priorities.

**Priority 1:** Priority 1 Related to establishment aims in key areas) 2,3,4 and 5 HGIOS 1.1 2.1 5.4 5.5 5.9 MODERATION

**Measures of Success**
1. Staff and other professionals work together to plan learning, teaching and assessment;
2. There is a common approach to moderation within the school and cluster;
3. Staff have an understanding of standards and expectations and of moderation processes and are confident in using moderation to share standards;

**Priority 2** Implement key aspects of Curriculum for Excellence in all schools and establishments as appropriate annually till March 2016.

To address and maintain identified needs in various aspects of the curriculum These are:

Modern Languages – implementation of 1 + 2 in French and Spanish. Continue the programme in French from P1 with a possibility of introducing Spanish to some classes.

Maintenance of Literacy strategies in Reading and writing ( Stonelaw Reading)

As a result of VSE examine listening and talking strategies to enhance literacy.

1. Staff will be confident in the delivering aspects of 1+2 across the school
2. French will be taught from P1 – P7

1. Teachers and support staff will be able to use resources such as Stonelaw, 5 minute box, effectively to impact on teaching and learning
2. A programme of study for RME will be ready for piloting

Raised staff awareness of skills progression in listening and talking
Implementation South Lanarkshire Council - Making Rights Real

- Making Rights real awareness raising in every class as of August 2014
- Class codes of conduct agreed
- Whole School rights and responsibilities agreed.
- Parent Council involvement.
- All parents informed of new approach
- Making Rights real Ambassadors in place for each class
- Member of staff identified to lead Making Rights real
- Making Rights Real Committee formed. (Teaching staff, pupils and parents)

- Development of new planners for Forward Plans
  Staff will develop new planners to enhance the teaching and learning across the curriculum especially Numeracy and Literacy for all learners in the school. These planners will reflect the resources available in school, locally and appropriate to transition.

- Continue introduction of I Pads/ Tablets to enhance ITC skills.
  Use technology innovatively to enhance ITC skills across the curriculum will be available for use throughout the school

Priority 3 Implement key aspects of legislative duties as prescribed in revised/new legislation annually till March 2016.

- Additional Support for Learning
  Formal/informal meetings to involve and feedback to Parents
  Staff take more responsibility for tackling barriers to learning, before other agencies become involved
  Staff will provide effective learning experiences to help children make steady progress.
- Fairness Redraft of Bullying policy to include recording of incidents

Priority 4 Progress the recommendations of Getting it Right for Every Child (GIRFEC) till March 2016.

- ensure that all staff are familiar with the principles of GIRFEC and are active participants in the implementation programme. Ensure that staff are aware of the toolkit that is in place to support the delivery of the core components of GIRFEC.


- To support the personal, social and educational development of young people and to enable them to have a voice and gain a place in society.

Priority 6. Progress the themes of self-evaluation and leadership in all establishments and services till March 2016.

- Our learners are motivated and eager participants and actively involved in their learning.
- They are provided with high quality feedback and contribute to the life of the school. They feel valued and are treated fairly with equality and respect.;
- Distributive leadership is embedded in practice.
Priorities for Session 2015/2016

- Develop the Expressive arts (Music and Drama) programmes using ABC Music
- Resources Mathematics and assessment for Numeracy
- Introduce French throughout the school as well as Spanish in some classes.
- Continue to develop Listening and talking strategies using Stonelaw.

Priorities for Session 2016/2017

- Develop the Expressive arts (PE and Art) Programmes
- Involvement in International link.
- Implement Making Rights Real
- Introduce aspects of Spanish in some classes.

SCHOOL YEAR

See attached list showing holiday dates – Appendix A

PRIMARY SCHOOL HOURS

Opening : 9.00 a.m.
Interval : 10.30 am. - 10.45 am.
Lunch : 12.15 pm. - 1.00 pm.
Dismissal : 3.00 pm.

Pupils in Primary 1 will be dismissed at 12.15 for the first week at school.
Parents of Thereafter, the flying start date (full time) is Monday 22nd August 2016.
In case of emergency children should always be aware of where they would be expected to go if their parents were not at home. (Emergency includes such items as fire, flooding, sudden illness...etc.)

Early Years

The school has a nursery, which provides a learning environment for young children. Parents from any area may apply to attend the nursery class. However, it should be noted that if you register your child for a nursery in a school this does not mean that they will automatically be enrolled at this school when they are ready to start primary school. All children who move from early years to primary education must register separately for school in the month of January.
Nursery Class Hours

Morning Session

Opening : 8.45.m.
Dismissal : 11.55a.m.

Afternoon Session

Opening : 1.00pm.
Dismissal : 4.10 pm.

Our Learning Community is Holy Cross High School in Hamilton

A learning community is made up of schools and education establishments from the area including the secondary school, primary schools, early years establishments, early years partners and schools and bases which provide specialist additional learning services. It is about working together to plan better outcomes for children and young people. The learning community develops ways of working between establishments and with other agencies and organisations to ensure services are responsive, accessible and are delivered as effectively as possible.

Each learning community is managed by a Head of Education (Area).

The Head of Education for our area is Mrs Carole Mc Kenzie.

Integrated Children’s Services

Education Resources is a key partner in developing an approach, which promotes the delivery of better-integrated services to children, young people and their families.

Our vision for children and young people in South Lanarkshire is to ensure that they live in a community where they feel safe, included, nurtured and respected. They should be part of a society where they have the opportunity to maximise their full potential and have access to good quality health, education and leisure services and to have co-ordinated support for the most vulnerable.

Learning communities will strengthen the integration agenda at both strategic and local levels to enable a more collaborative approach in delivering services to all children.

A support team for Integrating Children's Services works across four education areas, and within the Council, enabling all services to children and families to plan and work together, to achieve our vision.
ICS can be contacted as follows

Mr Kevin Mullarkey  Tel 01555 895192

**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 local school in January. If parents want their child to go to another school, they must enrol in the first instance with their local 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, telephone 01698 454102. Completed forms should be returned as soon as possible to Education Resources, Almada Street, Hamilton ML3 0AE.

Enrolment date for session 2016/2017 is week commencing 11th January 2016

** Flying Start Date for Primary 1 2016 (Full time) Monday 22nd AUGUST 2016

**ENROLMENT: FOR OUR NEW COMERS.

Primary/Nursery Enrolment

Children are enrolled for Primary 1 the week beginning January 11th. Parents should contact the school to make an appointment to enrol their child. Parents should bring their child’s birth certificate, as well as two items as proof of residence. As we are a denominational school, those children who are Catholic, should have their baptismal certificate, although this is not mandatory.

After this time, visits to the school take place between April and June. These visits help to prepare both children and parents for the first few months at school. A series of Parent Workshops and Induction Days are held in May to enable parents to view the various resources and teaching methods adopted in Primary 1. This provides advice on ways to help your child prepare for school. We hope these experiences will help you and your child become familiar with the school, teachers and other new entrants prior to August.

The Induction Days have been organised for Wednesday May 11th and Wednesday 18th May 2016.

A Curriculum Workshop takes place in September. Parents will also be invited to visit their child’s class during the day and enjoy sharing the learning experiences with them.

Buddy System

At St Athanasius’ Primary we want our new entrants to feel secure and happy from their very first visit. During the Induction Course our new entrants will be provided with an opportunity to meet their buddy from our current P6 class. Buddies can meet up at playtime and lunchtime on certain days for the first few weeks, organise activities for them, and generally see that their introduction to school life is as happy and smooth as we can make it. There is a stock of play material, which we have purchased specially for the interval activities, which from this year will be managed by the buddies, who will check on its use and retrieval each interval. We think that this is a very sound system offering a support to our new entrants, and a sense of belonging to the family of St Athanasius’ Primary. In our Buddies it encourages a sense of responsibility,
offers them scope to manage and guide others, and teaches them many life skills, which will stand them in good stead as responsible citizens of the future.

**Enrolment at other stages**

Should you wish to enrol your child in St. Athanasius’ Primary you are most welcome to visit the school and discuss the education provided. Please telephone the school office to arrange.

**Primary/Secondary Liaison**

St Athanasius’ has strong links with our associated secondary school St Aidan’s:

- Pupils are visited by the Depute Head Teacher & other Staff from Primary 6
- Pupils visit St Aidan’s over a 2-day period in June. During this time they follow a secondary timetable.
- Parents are invited to the secondary school in January
- Staff from St Aidan’s Cluster regularly meets to discuss curriculum developments of 3-18 programme.
- Head Teachers in St Aidan’s Cluster meet regularly to discuss matters affecting Nursery, Primary & Secondary Schools

Parents offered, or seeking a place in the school are welcome to call at any time during the normal school day. It is helpful, however, if an appointment can be made (e.g. by telephone) so that the Head Teacher or other member of staff can be available.

**Induction Programme for Infant beginners**

It is important that our children feel happy and secure in our school. We want them to know their teachers and their new friends before joining Primary 1. We want to form a partnership with the parents from the time of enrolment. We organise a series of 2 half-day visits for children and parents over a period of 2 weeks in May before starting Primary 1 in August. Fun activities are set for the children, led by the class teacher and other teachers in the school. Parents have the opportunity to work with their child and to talk with staff and each other over a cup of tea. Guidance will be given on how to best prepare our children for starting school.

Primary 1 induction Day - our new pupils with their “Buddies”
Transitions

Transfer for Primary to Secondary School

Pupils normally transfer from primary to secondary school between the ages of 11½ or 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. The children from St Athanasius Primary normally transfer to St Aidan’s High School in Wishaw. St Athanasius Primary is part of the Holy Cross Learning Community. Transfer to Holy Cross High if granted, would be a placing request and subject to transport costs. Parents of P.7 children will be informed of the transfer arrangements made for their child to attend secondary school.

Further information on Primary/Secondary liaison transition arrangements made prior to your child attending secondary school will also be provided.

Normally children attend the school in their catchment area. However, there are times when parents wish their children to go to other schools. If you want 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 local school until we have made a decision on the ‘placing request’. Please note if your ‘placing request’ application is unsuccessful and all places at your local school are filled you will be offered a place at the next nearest appropriate South Lanarkshire School.

If an application for a ‘placing request’ is made 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.

St Athanasius’ at Biggar Cross Country
An “Eco Day” Activity
Section 3: Curriculum

A Curriculum for Excellence (3-18)

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

The purpose of A Curriculum for Excellence is to improve the learning, attainment and achievement of children and young people. This is underpinned by the values inscribed on the mace of the Scottish Parliament:

- Wisdom
- Justice
- Compassion
- Integrity

It’s also about ensuring that pupils achieve in a variety of areas within their lives, not just in terms of examinations. It is important that pupils acquire the full range of skills and abilities relevant to growing, living and working in the world.

A Curriculum for Excellence has created a set of purposes and principles for the Whole Curriculum in Scotland, throughout the early years, primary school and secondary school. As a result, pupils will enjoy greater choice and opportunity to help them realise their individual talents and become:

- Successful Learners
- Confident Individuals
- Responsible Citizens
- Effective Contributors

Our practice therefore is to give children and young people the opportunity to be more active in their learning, teaching the skills required to work cooperatively and collaboratively in groups, so that we alter the balance from a curriculum that is heavily dependent on content to one where the learning and teaching approaches improve children’s understanding of what is being taught. 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](http://www.curriculumforexcellence.gov.uk) or [www.parentzonescotland.gsi.gov.uk](http://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.

### Levels of Achievement Curriculum for Excellence

<table>
<thead>
<tr>
<th>Level</th>
<th>Stage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Early</td>
<td>The pre-school years and P1 or later for some</td>
</tr>
<tr>
<td>First</td>
<td>To the end of P4, but earlier or later for some</td>
</tr>
<tr>
<td>Second</td>
<td>To the end of P7, but earlier or later for some</td>
</tr>
<tr>
<td>Third and Fourth</td>
<td>S1-S3 but earlier for some</td>
</tr>
<tr>
<td></td>
<td>The fourth level broadly equates to SCQF Level 4</td>
</tr>
<tr>
<td></td>
<td>(General/Int1)</td>
</tr>
<tr>
<td>Senior Phase</td>
<td>S4-S6 and college or others means of study</td>
</tr>
</tbody>
</table>

### English Language

The teaching of English Language and assessment of curricular areas encompasses four main areas:

- Writing
- Talking
- Listening

Our school incorporates all of these areas through a number of structured schemes. ‘Story world’ for P1-P3 and Literacy World’ for P4 –P7 are our core resources for reading and language development. Our school library is timetabled to allow the children to attend in groups and experience the enjoyment of reading. Language Arts, which includes activities to develop talking and listening skills as well as reading and writing. The “Story world Reading Scheme” is used in Primary One, Primary Two and Primary Three. During Primary three or whenever a child is ready, “Storyworld Bridges” is
This is an extension to the “Story world Reading Scheme”. This programme aims to develop more specialised reading and language skills.

Literacy World is the Reading Programme for the Primary 4 to 7 stages. This scheme is designed to help teach both fiction and non-fiction reading, comprehension, language and writing skills and covers the range of genres required by 5-14 guidelines and the experiences and outcomes of the Curriculum for Excellence. Children are encouraged to express their ideas and findings both orally and in writing with attention given to the conventions of punctuation and grammar.

We use South Lanarkshire’s Writing Pack along with Write to The Top as well as supplemented by other programmes, to teach Imaginative, Personal & Functional Writing skills. The focus is to develop: vocabulary, connectives, (Sentence) openers and punctuation (VCOP). Reading & Writing Programmes are complimented by ‘Nelson Grammar’, ‘Nelson Handwriting’, ‘Big Books’, ‘Jolly Phonics’, ‘Focus on Comprehension’ and our whole school Spelling and Writing Programmes. We encourage the practice of daily phonics at each stage. Our spelling focuses on the common words along with gold, silver and bronze word lists. Active Learning is highly evident in our school and has a most positive impact on literacy.

The development of Talking & Listening skills is extremely important. As Talking & Listening permeates the curriculum there are excellent opportunities for the children to focus on developing these skills. This includes delivering presentations to their class, whole school, visitors & parents.

**French**

As of this session, we will introduce French as a Foreign Language to all classes from P1 to P7. We will use the guidelines issued by SLC and teach the content, vocabulary and grammar outlined in those guidelines.

**Spanish**

As of next session, we hope to introduce Spanish to some classes in school. Two teachers are currently undergoing training to deliver Spanish in school.

**MATHEMATICS**

The National guidelines for mathematics includes the following:

- Number, Money and Measurement
- Shape, Position and Movement
- Problem solving and enquiry
- Information Handling

These guidelines provide a framework for the mathematical education of all our pupils. We use ‘Heinemann Mathematics’ as the one of the core materials to support and develop the guidelines. The emphasis though is Active Mathematics.

A range of mathematical games, interactive methodology and other resources are used to introduce and or consolidate particular mathematical concepts. Active Learning approaches are high on the agenda in our school and impact most positively on our learning.
We aim to foster a positive, enthusiastic, enquiring attitude towards the maths curriculum and wherever possible:

- Place maths tasks in a meaningful, appropriate context.
- Enable children to use their maths knowledge in real life situations.
- Develop confidence in working mathematically, learning to enjoy the intellectual challenges and aesthetic satisfaction of Mathematics.

I.C.T

Information and Communications Technology is taught from P1 – P7. Interactive whiteboards are used in every classroom to enhance and support learning and teaching. We have an ICT suite, which is timetabled to allow whole classes the opportunity to be taught specific skills. All children have 2 one-hour blocks of ICT per week. By the end of their primary school years, pupils will have acquired a wide range of skills and capabilities from their experiences of using word processors, databases, spreadsheets, graphic applications and digital cameras.

Interdisciplinary Learning

INTERDISCIPLINARY LEARNING encompasses three broad areas:

<table>
<thead>
<tr>
<th>Science</th>
<th>Social subjects</th>
<th>Technology</th>
</tr>
</thead>
<tbody>
<tr>
<td>Energy &amp; Forces (aspects of physics)</td>
<td>Earth &amp; Space (aspects of chemistry)</td>
<td>Living Things &amp; the Processes of Life (aspects of biology)</td>
</tr>
<tr>
<td>People &amp; Place (aspects of geography)</td>
<td>People in Society (aspects of modern studies)</td>
<td></td>
</tr>
</tbody>
</table>

In **Science** pupils are engaged in studying:

- Energy & Forces (aspects of physics)
- Earth & Space (aspects of chemistry)
- Living Things & the Processes of Life (aspects of biology)
- People & Place (aspects of geography)
- People in Society (aspects of modern studies)

In **Technology** pupils experience: Design Process

Interdisciplinary Learning aims to teach children about themselves and their local community as well as making them aware of their national heritage and the wider world. The content of the school programme is designed to meet these aims as well as giving opportunities to develop through the programme a wide range of concepts and skills.

Our school programme is designed to help the children to learn about, to learn from and to respond to their environment by encouraging them to use their own experience adequately. The topics chosen contribute to a balanced view of the environment and life through aiming to make the children more aware of themselves and others, through the study of communities past and present and through comparing natural with man-made environment in this age of high technology.

**Learning Festivals/ Presentations**

We hope throughout the session to showcase many aspects of our learning through a variety of parent workshops or showcase events. You will be notified about these events. Such events will give our children the opportunity to present their learning to their parents and members of the community.

- Canoeing at Ardmay
- Abseiling on Ben Tarbet
- Problem solving
EDUCATIONAL VISITS

Each year we organise school outings to consolidate our Interdisciplinary Learning Programme.
We sometimes have a 5 day residential visit to Ardmay House in Tarbert.

EXPRESSIVE ARTS

Expressive Arts includes the subjects of Art & Design, Music, Drama and Physical Education. These are important because they promote distinctive ways of allowing and to find personal satisfaction and enjoyment.
We aim to link Expressive Arts with other curricular areas wherever possible and strive to provide opportunities for the children to experience performing in front of an audience.
Our children have taken part in South Lanarkshire Council Holocaust Memorial Concert and received wonderful reviews. They have also been part of South Lanarkshire Schools Showcase. Our choir perform at local Care Homes as well as Tesco. They also performed at the recent Christmas Ecumenical service at Kirkton Church.

In October 2015, St Athanasius’ Primary hosted the Carluke Jam Festival. Our school choir joined forces with all the other schools in Carluke to take part in a fabulous choir festival. We have continued this tradition and now host the Jam Festival every year.

Art & Design

Our Programme of Study assists with the development and understanding of ideas and feelings and provides a means of expressing these visually. Through Art & Design, pupils develop their capacity to invent, create and interpret images and objects. We encourage pupils to express themselves by using a wide range of materials, techniques and processes.
This session we introduced the Borders Art and Design Programme, which has proved to be popular and successful.

**MUSIC**

The structured Music programme provides our pupils with the opportunity to enjoy music and to participate in singing and music making. Through this resource, pupils are able to develop their musical knowledge in rhythm, notation, the use of percussion instruments and creative music making. A weekly visit from our music specialists allows us to offer brass to those pupils who would benefit from it. We also have a school choir. Our children perform at festivals and local care homes as well as singing at events within school.

**DRAMA**

Drama in the primary school should embrace three broad based categories of activity, namely language, movement and theatre. Our Drama programme is new. It is called Imagine and endorses the Curriculum for Excellence.

We invite companies to perform for the whole school during the school session and on occasion certain classes have had the opportunity to work in the SMART Programme.

Each year children from P1 – P3 participate in a Christmas Nativity Play and throughout the year there are many special OSCARS assemblies. Last session we had two Christmas productions for Infants and P 4 – 7.

Last session, children from P 4 -7 took part in the Carluke Jam and Ham Festival and were very well received. The choir also performed at local Care Homes, Tesco and at an Ecumenical Service at Kirkton Church.

**PHYSICAL EDUCATION**

Physical Education is divided into five main categories, namely active health, gymnastics, ball handling, games and dance.

The Active School's Co-ordinator, Lesley Scanlon, supports the establishments within the Carluke Cluster.

Our pupils participate in 2 hours of PE each week.

P7 also benefit from attending a 6-8 weeks Swimming Lesson Block at Carluke Leisure Centre.

**RELIGIOUS EDUCATION**

We hope our children will develop into responsible and caring members of society. It is our belief that through the positive Christian teaching of our Catholic school, we will help to develop in our children a love of God, a respect for all and a consistent set of beliefs, values, attitudes and practices. Religious Education forms a part of every class syllabus. This session, we have implemented This Is Our Faith, which has the approval of the Vatician and our own Diocese of Motherwell.

Religious Education and observance form part of the religious tradition and ethos in our school and should express, develop and deepen the faith of the members of the school and the community. Prayers are said at the beginning and end of the morning and afternoon sessions Whole school prayer services take place on special Feast days, during Advent & Lent. Class prayer services take place during Catholic Education Week. Parents are invited to all Religious services. The pupils attend Mass on Feast days and other occasions.
throughout the year. There are also a series of Class Masses, which all parents are welcome to attend. Our links with St Athanasius’ Parish Church are very important to us. The pupils of P3 receive the Sacrament of Reconciliation. Primary 4 receive the sacrament of the Holy Eucharist. Primary 6 and 7 receive the sacrament of confirmation. Preparation for these Sacraments takes place in consultation with you and with your help. You are the most important person in the life of your child and you can help your child by attending the various meetings we have and allowing us to share with you the ways in which your child will learn about the Sacraments.

“God’s Loving Plan” is the main resource used for teaching moral and sex education Primary 1 to 7. The school and the priest work closely together especially when preparing the children for the sacraments.

Each year we try to arrange a retreat for Primary 4, where the children can reflect on their Sacramental experiences through play, prayer and relaxation.

In their Confirmation year, this is also arranged for Primary 6 and 7.

Parents from ethnic minority religious communities may request that their children be permitted to be absent from school in order to celebrate recognised religious as discussed in the earlier part of the handbook (page 8)

**HEALTH AND WELL BEING**

The Health Education curriculum encompasses three areas:

- **PHYSICAL HEALTH**
  - looking after myself
- **EMOTIONAL HEALTH**
  - relationships
- **SOCIAL HEALTH**
  - health & safety in the environment

Drugs, sexual and nutrition education is covered within our Health Programme of Study.

The main focus for sexual education within the Catholic school is through Religious Education and our Education for Love Programme of Study.

Our school nurse assists us on occasions in the delivery of the Programme throughout the school.

We also have a Health Committee consisting of Staff, Pupil & Parent Members.

As a Health Promoting School we are committed to finding new initiatives and ways to reinforce the importance of Active & Healthy living.

We received our Health Promoting Schools Gold Award for work carried out in this area. Health Promoting Schools have the following characteristics:

- we strive continually to improve the health and well-being of all pupils, staff and members of the wider community, working in partnership with pupils, parents, staff and key agencies
- we promote fairness and respect for self, others, the community and the environment
we provide pupils with an appropriate health curriculum and personal and social development programme

we strive towards ensuring our school is a safe and supportive learning environment for all

The children are taught to have a healthy respect for their bodies and to learn how to care for them by being clean, eating proper food and exercising. In P7 the dangers of smoking and the abuse of other drugs, including alcohol, is featured as part of our programme.

PERSONAL & SOCIAL EDUCATION

The Personal & Social Education curriculum involves the development of life skills for all pupils.

The breadth and balance of our education for our pupils encompasses the education of ‘the whole child’ enabling them to develop in knowledge and understanding, in skills and attitudes concerning themselves – their own self-awareness and self-esteem, and concerning others – inter-personal relationships and inter-dependence as well as independence.

Additionally it is concerned with allowing opportunities for pupils to acquire a positive regard for self, for others and their needs.

Although it is taught as a discrete subject, it also permeates the curriculum in many different ways.

There are two main areas:

PERSONAL DEVELOPMENT - self-awareness and self-esteem
SOCIAL DEVELOPMENT - inter-personal relationships, independence and inter dependence

CURRICULUM PARTICIPATION

In general, in enrolling a child at this school, a parent accepts that the child will receive the curriculum offered, which meets the national guidelines. This means that, with very limited exception, pupils cannot be withdrawn from particular subjects/parts of the curriculum or specific activities forming part of the curriculum at the school. The limited exceptions, when a pupil may be withdrawn by parental request, exist in relation to (i) religious observance and instruction and (ii) sex education programmes, but only if the appropriate staff cover is available. Other than these two excepted areas, pupils are required to participate in all areas of the approved curriculum.

Parents may wish to note that in the event of the school seeking to make major changes to the curriculum on offer, consultation will be carried out with them and other stakeholders through the Parent Council, Pupil Council and by other appropriate means.

ASSESSMENT

Assessment is an important part of the learning process since knowledge and skills previously acquired obviously are the basis of future learning. Work is not only corrected but is also assessed to diagnose individual problems and measure progress. A profile will be kept for each child containing information having a bearing on his/her educational development. Class teachers
also assess pupils’ attitude to work, behaviour, punctuality and attendance in terms of their effect on educational development.

Assessment focuses on the gap between where a learner is in their learning and where they need to be, the desired goal.

We aim to achieve this by ensuring that we use informal methods of assessment (Formative) effectively:

- children understand clearly what is expected of them
- they are given feedback about the quality of their work and what they can do to make it better
- they are given advice about how to go about making improvements
- they are fully involved in deciding what needs to be done next and who can give them help if they need it

Formal (Summative) testing techniques are used also:

- Baseline assessment at the beginning of Primary 1
- P3 Screening to identify children with additional support needs. Further diagnostic testing takes place to identify specific areas of need.
- Standardised Tests in Reading and Maths at P3, P5 & P7

Other forms of Assessments are used when appropriate to confirm a teacher’s judgement on the levels achieved in Reading, Writing and Mathematics. When a pupil attains a new level parents will be informed of this by letter. It will also be included in school reports to parents. Each term teachers meet with a member of the Management Team to track pupil attainment and progress. We discuss strengths and next steps.

All the information from assessment helps the teacher to plan work appropriate to the age, stage and development of each pupil.

Support for Pupils

GIRFEC   Getting It Right For Every Child

Getting it Right for Every Child (GIRFEC) is a commitment to ensure that your child has the best possible start in life and to improve outcomes for children and families based on a shared understanding of their wellbeing. Most children make their journey from birth to the world of work supported by family and the universal services of Health and Education. 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. For St Athanasius’ Primary, Mr Francis Farrell, head teacher is the named person. 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
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.

**SUPPORT FOR LEARNING**

The Additional Support for Learning Act has introduced a Framework for supporting children and young people in Education and their families. This applies to all children who, for whatever reason, require additional support in the long or short term.

It is the right of every child to receive an education, which will meet his/her needs. In our school we are committed to providing for the needs of each child and welcome the support of parents in identifying those needs. All pupils are supported in their progress by the class teacher but pupils with learning difficulties or high ability can also benefit from additional support from the Learning Support Teacher or a member of Senior Management Team. When a child has been identified as requiring additional support, the parent will be contacted and invited into school to discuss how the parent and school can work together in order to support the child’s needs.

**Pupils with Additional Support Needs**

It is our aim to identify pupils with additional support needs as soon as possible in order to deliver a curriculum, which suits the needs of each child. The P1 teacher and the Nursery staff have opportunities to meet with parents to discuss how we can best support their child. This helps to make the transition from Nursery to Primary School as smooth as possible. This process is repeated when pupils are transferring from P7 to secondary School.

**Staged Intervention Process**

When it is identified that a pupil requires additional support, the class teacher will inform the head teacher and parents will be contacted. The head teacher will discuss the support required and the strategies being implemented by the class teacher. A time will be given for evaluating the strategies.

If further support is required the parents will be contacted again to discuss this. The support is delivered by the Learning Support Teacher or member of Senior Management Team. The strategies will be discussed with parents and again a time will be given for evaluation. At the time of evaluation, it may be decided that advice or help may be required from other agencies. If this is necessary then parents will be asked for permission for the school to undertake this. If permission is granted then the child will be referred to the Joint Assessment Team (JAT).

JAT meetings take place regularly in every school in South Lanarkshire. These meetings are an integral part of school life and may be attended by Head Teacher, Class Teacher, Learning Support Teacher and our Educational Psychologist. There may also be representatives from other agencies e.g. Speech and Language Therapist.
At these times we have the opportunity to share advice and expertise in order to support pupils in the best way possible. Parents' views are expressed at these meetings. Strategies and any support suggested will be conveyed to parents. Parents may decide that they do not wish their child to be discussed at any JAT and their wishes will be respected. Some children may benefit from an Individual Education Plan (IEP), which structures the support for the child and identifies targets for the child to achieve. A small number of children who have additional support needs arising from complex or multiple factors which require a high level of input and where the input is long term, may require a Coordinated Support Plan.

Some children may have high ability and will be identified as early as possible. These children generally cope well with the work of the class but it is important, as with all pupils that they find their work stimulating and challenging. Suitable learning materials are available to extend particular areas of the curriculum including language and mathematics.

Every child is a Special Child and both individual and special needs arise. Not all children will progress at the same rate or have the same ability. Careful and continuous assessment of each child’s progress will inform the teacher of his/her next steps in learning and of any particular needs. This, along with good communication with parents and with other agencies, where relevant, will help build a profile of a child. Special needs are supported appropriately whether a child is experiencing learning difficulties, special difficulties or where a child is of a higher ability.

The best person to support the child who is experiencing difficulty is the class teacher. A specialist learning support teacher visits the school on one half day per week to advise teachers, supply resources and work with small groups of pupils. Children experiencing severe behavioural or learning difficulties can be referred, with parental consent, to an educational psychologist who is qualified to assess attainment and needs as well as supporting class teachers to devise appropriate programmes of work.

At present the school has no special units or classes for dealing with special needs. The school operates a staged intervention procedure for Support in Learning. Parents are invited to work in partnership with teachers to support special needs and are fully consulted with recommendations and decision making, in meetings and in review sessions when other support agencies are involved.

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. These are available through the school or on the South Lanarkshire Council website www.southlanarkshire.gov.uk.

- The Additional Support for Learning Act
- Requesting an Assessment
- Planning for Learning – ASP
- Planning for Learning – CSP
- Transitions
- Future Planning
- Information for Parents and Carers about moving on from school.
- Inclusive Education
- ICT Assessment
- Visual Impairment Support
- Early Years Specialist Support
- Independent Adjudication
Enquire

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: 0845 123 2303

Email Enquiry service: info@enquire.org.uk

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

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

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

ACTIVE LEARNING.

Active Learning is high on the agenda at St Athanasius. Learning through imaginative and exciting leaning activities enhances learning and teaching. Interactive learning activities using ICT, white boards and a variety of resources ensure that all children are engaged in high quality and purposeful learning.

EXTRA CURRICULAR ACTIVITIES

Senior pupils currently have the opportunity to take part in football, athletics and netball coaching sessions after school along with drama, choir, Eco and Art Classes.

The School has close links with St. Athanasius’ Boys’ Club and St. Athanasius Girls’ Club. These clubs are well supported by the children of the school as are local Guide and Brownie Associations.

The School takes part in friendly competition with other schools in the sports of Football, Netball and Athletics.

Our annual sports day takes place on a Sunday afternoon in June and is part of a fun day organised by the parent/teacher association.
Section 4: Parental Partnership

Home and school links

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 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
- National Parent Forum for Scotland – www.educationscotland.gov.uk/parentzone

South Lanarkshire Council – www.southlanarkshire.gov.uk

The school is eager to maintain and develop links with parents on all aspects of school life. Parents are welcome to call at the school at any time during normal school hours though a phone call in advance may be beneficial in ensuring that unnecessary waiting does not occur. Information and news of events concerning the school is disseminated to parents by letters brought home by the children.

Parents’ evenings are held twice annually at which pupil progress can be discussed privately through the use of an appointment system. Public parental meetings are organised at various times to discuss with and give information to parents on a variety of curricular or religious issues.

A Parent/Teacher Association exists in St. Athanasius’ and is a valuable forum for constructive links between home and school. The A.G.M. of the Parent/Teacher Association takes place in September each year with regular committee meetings on a monthly basis.
The Parent Council is another important parental and community body. Further information about its membership and function is given later in this handbook.

The school plays an important role in the local community and has very close links with St. Athanasius’ Parish and associated organisations. In addition we enjoy good relationships with other local schools and churches, charitable organisations, youth organisations, sports clubs, the library, the community centre, historical societies, environmental groups, playgroups etc.

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’s progressing and how you can contact the school if you wish further information. The school will offer you an appointment time so that you can visit in person to discuss your child’s education.

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

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

There are two main opportunities during the school year for You to discuss your child’s progress with his / her class teacher.

These meetings are held in October and late March. Parents’ Evenings are appointment based. A short written report is issued before the October evening and a more detailed report is prepared before the March/April evening.

It is equally important that communication about your child’s progress takes place throughout the year and this is managed by giving homework on a regular basis. You are encouraged to keep in regular contact with the school in order to help the staff monitor your child’s progress.

If you have any questions or concerns, please contact the school as soon as possible and we will be glad to assist you in whatever way possible.

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 in light of the need to be more security conscious in all of our schools. 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 and 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.

These 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 & Safety grounds such as shell suits, combat style clothing, dangling earrings, loose fitting clothes particularly in practical classes
- articles of clothing that could inflict damage on other pupils or be used by others to do so
- footwear that may damage flooring.

St Athanasius School has a proud reputation within the local area for all our children being in uniform. This will continue to be the case in the future. In certain circumstances the council provides support to parents/carers for the purchase of school wear.

Application forms for clothing grant are available from the Council’s website: www.southlanarkshire.gov.uk or from Q&A Offices, Audit and Development 01698 453504/453505/453213, the school or Education Resources, Almada Street, Hamilton, telephone 01698 45454

**ST. ATHANASIUS’ UNIFORM**

- Blue Shirt
- Grey Trousers or Skirt
- School Tie
- Grey Pullover or Cardigan
- Maroon Blazer
- Maroon Fleece

Ties, fleece and outdoor jackets available from school.

Uniforms can be purchased from Logos On here in Carluke. Logos On, are available at our parents evening in May or you can call in at their shop.

**PROMOTING POSITIVE BEHAVIOUR**

We make every effort to maintain a positive approach in encouraging a high standard of behaviour in our children. We do this by being an inclusive school, by concentrating on successes and by celebrating and rewarding achievement. We want every child to feel valued and to value every member of our school community. It is important to foster high self-esteem. The pupils are part of our whole team and they should feel that staff and pupils work in an atmosphere of mutual respect, to create and maintain a positive, safe and caring environment. We, staff and pupils, recognise our own rights and the rights of others. Positive feelings and attitudes are encouraged through talking together as, for example, in class ‘circle time’.
Within this framework there has to be self-discipline and school rules. Here in St Athanasius' Primary, we follow the Rights Respecting School policy. The pupils are involved in drawing up class rules and school rules and therefore should feel an ownership and commitment to them. However if rules are not adhered to there will be sanctions imposed. Class teachers operate their own sanctions, within our agreed discipline policy, for minor incidents, but will refer a pupil to the Head Teacher or Depute Head Teacher if the breach in positive behaviour continues or in the case of a more serious incident. When a sanction is imposed it is after discussion with the child concerned and sometimes with other children who have been involved, so that an accurate picture can be built up so that the child sees any resulting action as fair. Parents will be informed on these occasions at the discretion of the Head Teacher, and may be invited to meet with the teacher or Head Teacher to discuss the incident. Working together we can plan ways to support the pupil towards more positive behaviour.

It is the responsibility of staff within the school to ensure that staff, 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 instances of 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 our children and staff. 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 the small number of children and young people who display challenging behaviour. Early identification is crucial so that intervention can be provided to support children and young people to help them address their issues and concerns. Staff training is provided to help develop the skills needed to respond to and manage challenging behaviour. A wide range of appropriate staff development opportunities has been developed for this purpose.

Our Promoting Positive Behaviour Policy is available on line on our school website.

Incentives to promote positive behaviour

Class teachers operate their own class reward systems, praise, prizes etc. to encourage good behaviour and work effort. School incentives are also in place to encourage our children. Each week a ‘Star of the Week’ is chosen by the class teacher and rewarded with a special certificate. At any one time a child may be sent to the Head Teacher for a ‘Special Mention’ for good work, being kind etc. A child who receives a Star of the week Certificate is nominated for an OSCARS award, which is given out by the head teacher at our OSCARS Assembly every month. Parents are welcome to attend. Children can earn ‘Golden Time’ each week as a reward for positive behaviour and effort. This is up to 30 minutes spent on an activity of their choice.
House System

As Part of Promoting Positive Behaviour, developing leadership and citizenship, we operate a House System within the school. Children are assigned to a particular house. If they have an older sibling in the school, they will be assigned to the same house. The children chose the names for each house. The names are synonomous with St Athanasius or Carluke. Each child wears a house badge. The houses are as follows:

- Alexandria House (Red) The birthplace of St Athanasius.
- Clyde House (Blue) The school and town is situated in the Clydesdale District.
- Mount Stewart House (Green) Site of original school.
- Rankin House (Yellow) Named after a local doctor.

Each house has an elected Boy and Girl House Captain normally from P7. Children can gain points for good work and behaviour. These points are collected weekly and the winning house collects the House Trophy at our OSCARS Assembly.

The school sports are organised in houses also with the Sports Shield to the successful team.

Pupil Council

We have a very active Pupil Council here in the school. All pupils have a class representative from P1 through to P7. The Nursery class is also represented. Last year, the Pupil Council were responsible for applying for a successful bid to Awards for All. They used the money to build an adventure in the playground. The Pupil Council also take part in the SLC Pupil Council Conference. They also meet once a year with the Parent Council.

TOWARDS A SAFER SCHOOL

St. Athanasius’ places a strong emphasis on pupil safety and parents may wish to know that an adult presence is provided in playgrounds at break times of the Schools (Safety and Supervision of Pupils) (Scotland) Regulations 1990.

Homework

The work of the class is shared with parents through homework pieces set by the teacher. Homework tasks can be used as extra practice of skills being developed by the children in school and to research information to bring to lessons. Sometimes particular tasks are set in agreement with parents, to help children with a difficulty in their learning or to help catch up with work missed. Parents will be informed when their child is regularly failing to do homework.

Homework is a method of producing good work habits and of increasing pupil’s ability to work independently and to manage time effectively. It must always be seen as a supplement to the curriculum, as the level of effectiveness is largely dependent on parental support.

Frequency

Usually Monday - Thursday at all stages

Time

10-30 minutes as children progress from P1 - P7 or as appropriate to the task.

Some tasks of an open-ended nature (e.g. research, design etc.) may involve more time, but this will be reflected by giving a block of time for completion.
Homework may also be set for completion over a stated period to encourage good time management

Content Examples:
- Phonic practice (Early Stages)
- Reading practice
- Reading extension activity
- Topic research
- Maths Reinforcement Worksheet
- Spelling practice
- Private reading
- Writer's Craft activity
- Mental Maths activity
- Reference skills

Tasks involving Design, Art, Technology, Health Education, etc. as appropriate to class work. At all stages, Talking and Listening can be supported at home by use of appropriate materials.

Communication
The tasks set for Homework will be communicated through the use of a Homework Diary. Please contact us if you have any concern about homework, particularly if your child is exceeding the recommended time to spend on homework.

Parents’ Role (Homework)

Parents can support the school in supplementing classroom practice by:
- ensuring that a suitable place is available for homework, (good light, table and chair, quiet atmosphere etc.)
- supervising the completion and monitoring the presentation of homework
- providing support by means of approval and encouragement
- ensuring that jotters are signed and returned in good time

The parental signature at the end of a homework task is simply to confirm that the work has been completed and its presentation monitored. No teaching should be required for formal homework, which should be extra practice in basic skills, but parents play a vital role in supporting tasks, which involve research, design or discussion. Homework should always be seen as positive - a point at which school and home can co-operate to the benefit of all.

ATTENDANCE AT SCHOOL

South Lanarkshire Council has a clear policy on attendance. It states:

‘Section 30 of the 1980 Education Act lays a duty on every parent of a child of school age to ensure that their child attends school regularly. Attendance must be recorded twice a day, morning and afternoon. Regulation 7 of the Education (School and Placing Information) (Scotland) Amendment Etc. Regulations 1993 requires each child’s absence to be recorded in the school register in four different ways:

- as authorised: i.e. approved by the Authority and this includes sickness, religious observance, bereavement etc.
- as extended leave with parental consent: i.e. when a family moves abroad for a short time
- as unauthorised: i.e. unexplained by the parent (truancy) or most family holidays during term time
- as temporarily excluded from school
Every effort should be made to avoid family holidays during term time. If you have a question about the categorisation of attendance or absence (please contact the school.)

You are asked therefore to ensure that your child attends school regularly. If your child is absent you should inform the school by telephone or in person and provide a note explaining the reason for the absence on his / her return. The School Attendance Officer will investigate any unexplained absence. If a pattern of unexplained absences develops, the Education Authority has the power to write to, interview or prosecute parents, or refer pupils to the Reporter of the Children’s Hearings if necessary.

In order to reduce the level of absence in schools, the Scottish Office has requested that a yearly attendance target is set for each school.

South Lanarkshire Council is concerned at the increasing trend in the number of pupils being taken on holiday during the school session.

As non-attendance during term time is a major contributory cause of underachievement, every effort must be made to avoid family holidays at this time. However, should this arise, the school must be informed in advance by letter of the proposed dates.

Such absence will be authorised only where attendance is otherwise satisfactory. Clearly where attendance is unsatisfactory, absence is unauthorised.

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

- if you know in advance of any reason why your child is likely to be absent from school, please tell someone at the school, 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;
- inform the school of any change to the following: -
  - home telephone number
  - mobile number
  - emergency contact details

- requests for your child to be absent from school to make an extended visit to relatives must be made in writing to the head teacher, detailing the reason, destination and duration of absence and arrangements for their continuing education. On these occasions the pupil will be marked as an authorised absentee in the register.

**Family Holidays During Term Time**

- Every effort should be taken to avoid family holidays 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.

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

In our approach to raising 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.

INFORMATION TO PROPOSED TRANSFER OF SCHOOL

If you are proposing a change of school for your child please provide as many contact details as possible in relation to the new school so that we can ensure a smooth transfer of information relating to your child.

SCHOOL MEALS/SCHOOL MILK

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 income does not exceed £6,420 gross per annum as assessed by the HM Revenues & Customs), Child tax Credit only (where your income does not exceed £16,190 gross per annum as assessed by the HM Revenues & Customs).

Parents of children who are entitled to this benefit are encouraged to take up this opportunity of having a meal provided for their child whilst they are at school.

Please also note that ALL children in Primaries 1 to 3 receive free meals. Those children in P1 – 3 who would receive free meals due to income support etc, are entitled to free milk at lunchtime.

Healthy eating is something that the school supports and a range of meals are available at lunchtimes. We would wish to draw your attention to the fact that milk is available for pupils in the school dining hall as part of the meal provision. Children who wish to have milk with their lunch can do so and the cost of 20p. Milk is available free of charge to all nursery age children and is provided by the establishment.

Information and application forms for free school meals may be obtained from the school, Q&A Offices, Audit and Development 01698 453504/453505/453213 or by contacting Education Resources, Council Offices, Almada Street, Hamilton, Tel 01698 454545

Children select food from a variety of main courses, snacks, sweets and drinks before paying for their purchase at a cash point. The menu available is based on popular food, which has a high nutritional content. Special dietary needs can be catered for on request. Many pupils prefer to bring a packed lunch from home. These children eat their lunch in the dining hall beside those who are using the cafeteria. The school dinner menu is available both on pour
Instrumental Music Tuition

Instrumental music lessons are offered to children in a number of primary schools across South Lanarkshire Council through our Instrumental Music Service (IMS). Tuition is offered (based on capacity) on a variety of musical instruments, for example brass, strings, percussion, guitar or voice.

Participation in a programme of instrumental music study can help children develop as successful learners, confident individuals, responsible citizens and effective contributors. Children who participate in instrumental music through tuition are often offered opportunities to further develop their playing by participating in extra-curricular activities through bands, orchestras and other ensembles. Parents/carers, who wish their child to receive instrumental music tuition are required to make an annual contribution which is currently £180 based on a minimum of 30 lessons per academic year.

Following a musical aptitude/suitability assessment, pupils entering P4 or P5 may be offered the opportunity to study a musical instrument. Through Youth Music Initiative funding, these pupils are exempt from playing the annual contribution detailed above for one academic year. Thereafter the annual contribution will apply for each consecutive year.

School Hymn

Here in St Athanasius we have our own school hymn. We encourage the children to sing it regularly and follow the message of its lyrics.

St Athanasius, look down on us today,
Help us in our work and in all we do and say.
Teach us to follow God’s Holy will,
In all our hearts His love for all instil.

Athanasius our patron pray to Jesus that we may,
Like all the saints in heaven, follow in His way.
St Athanasius, our patron through and through,
Guide us in our lives and in all the things we do.

St Athanasius protect us from above,
With the angels in heaven enfold us in your love.
Guard us and guide us to be faithful, to be true,
To seek truth and justice
To be honest just like you.

Athanasius our patron pray to Jesus that we may,
Like all the saints in heaven, follow in His way.
St Athanasius, our patron through and through,
Guide us in our lives and in all the things we do.

Written by Mr Francis Farrell July 2008
Section 5: Health and Safety

MEDICAL AND HEALTH CARE

Parents are requested to inform the school of any particular medical requirements their child might have. The Medical Examination of children is undertaken during each child’s school life, normally in the first year of primary schooling, and then at ages 10/11 years and 13/14 years, by staff of the Lanarkshire Health Board. Parents may refer their child at other times to the Clinical Medical Officer for examination or advice. Dental inspections are also carried out on a regular basis in primary schools, and parents are offered any necessary treatment for their children, although they may choose instead to go to the family dentist.

A child who is taken ill, or has an accident in school is taken to the Medical Room. If the matter requires it, parents are contacted, either by home telephone number or, if necessary, through the Emergency Contact notified to the school. If it is not serious, parents would be expected to make arrangements for the child to be collected or brought home. A serious accident or illness would of course, require summoning of medical aid - parents would be informed of this as soon as possible.

We make every effort to ensure the school is open, but on some occasions circumstances arise, which can affect the school. Schools may be affected by, for example, severe weather, power failures or difficulties with the supply of fuel; in such cases we shall do all we can to let you know if this happens. We shall keep you in touch by using letters, notices in local shops and community centres, announcements in local churches and announcements on local radio and through the council’s website (www.southlanarkshire.gov.uk).

Please ensure that you notify the school of any change to your mobile/home telephone number.

If you are unsure if the school is open please contact the school or Education Resources, Operations Service, Communications and Information, Almada Street, Hamilton (Telephone 01698 454545).

ADMINISTRATION OF MEDICINES

Your co-operation is asked for in ensuring that the utmost care is taken with regard to medicines being brought to school. There is a potential overdose problem with regard to the intended recipient of the medication and also a danger that another child might accidentally take a substance with adverse results. In the interest of health and safety you are asked to observe the following guidelines.

If at all possible please administer medicines at home.

If a child must receive medicine during the school day then try to arrange for a responsible adult to bring the medicine to school and administer it.

If neither of the above arrangements are possible and you wish a member of staff to administer a medicine, please contact the headteacher directly before sending a medicine to school. It is not necessary to contact the headteacher if your child carries an asthmatic inhaler.

These guidelines are not intended to be unhelpful but sensible precautions intended to prevent potentially dangerous situations.
CHILD PROTECTION PROCEDURES

Child protection procedures form part of the annual staff development programme for all staff. Procedures followed are in accordance with procedures for Child Protection within South Lanarkshire Council.

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 Council’s are the driving force for ensuring that agencies individually and collectively work to protect children and young people as effectively as possible. The Council has a duty in law to report suspicions that a child has been abused or is at risk of harm, in terms of the Children (Scotland) Act 1995. Therefore, Council staff have a professional and contractual obligation to report concerns to the head of establishment or the child protection coordinator immediately.

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

For more information, or if you have a concern of a child protection nature, please contact the head of the educational establishment which your child attends. The Council has produced an information leaflet – 'stay safe' for parents/carers on how to help ensure their child is safe when using the internet and mobile devices. Copies are available from the school or the web: www.southlanarkshire.gov.uk

In St Athanasius' Primary School we take the care, welfare and protection of our pupils seriously. We believe all children have a right to feel safe within the school, home and the community. Within our school, we strive to provide a safe, secure and nurturing environment for our pupils, which promote inclusion and achievement.

All staff in education have a statutory and professional responsibility to take action if we have reason to believe a child is suffering, or is at risk of abuse. Our Child Protection policy and procedure sets out what we will do if we have reason to believe a child is being abused or is at risk of abuse, either within the home or in the community. These policies are designed to ensure that children get the help they need when they need it.

TOWARDS A SAFER SCHOOL

St. Athanasius' Primary School places a strong emphasis on pupil safety and parents may wish to know that an adult presence is provided in playgrounds at break times in terms of the Schools (Safety and Supervision of Pupils) (Scotland) Regulations 1990.
Section 6: Transport

TRANSPORT

(i)  GENERAL

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 local 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, telephone 01698 454102. These forms should be completed and returned before the end of March for those pupils beginning 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 telephone 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 limits.

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.
Section 7: Other Information

Complaints and Compliments
The school has a complaints and compliments procedure. If you feel you have a complaint or compliment, please contact the Head Teacher via the school office.
South Lanarkshire Council’s complaint policy can be found at www.southlanarkshire.gov.uk. Complaints to parents@southlanarkshire.gov.uk

INFORMATION ON EMERGENCIES

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

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

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

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:

Theft/loss of personal effects

The Council is not liable for the loss or theft of pupils’ clothing or personal effects 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.

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.
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.

Reporting of Racist Incidents

Schools take seriously any reported racist incidents. Within the schools’ approach to promoting positive discipline a record of all racist incidents is maintained and each incident fully investigated.

Schools are required to notify the local authority of all racist incidents. A copy of our racial equality Policy is available on request and on our website.

Equality and Diversity impact

Schools and education establishments have a legislative duty to undertake an assessment of equality and diversity. This is the process of systematically assessing and consulting on the effects that a policy, process or strategy is likely to have on different groups in the community who might experience disadvantage/barriers in accessing services. The process includes monitoring the actual effects of the policy once it is put into practice. Policies do not affect everyone in the same way. By assessing in the early stages, any adverse impact can be identified and minimised.

Our policies on racial equality and diversion can be found on our website

TRANSFERRING EDUCATIONAL DATA ABOUT PUPILS

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. 01555 771418

Why do we need your data?

In order to make the best decisions about how to improve our education service, Scottish Government, education authorities and other partners such as Scottish Qualification Authority and Careers Scotland need accurate, up-to-date data about our pupils. We are keen to help all our pupils do well in all aspects of school life and achieve better examination results. Accurate and up-to-date data allows us to:

- plan and deliver better policies for the benefit of all pupils,
- plan and deliver better policies for the benefit of specific groups of pupils,
- better understand some of the factors that influence pupil attainment and achievement,
- share good practice
- target resources better.

Data Policy

The ScotXed programme aims to support schools and Local Authorities by supporting the collection, processing and dissemination of statistical
information required for planning, management and monitoring of Scottish education services.

A subset of this information is passed to the Scottish Government for research and National Statistics publications. Education data within Scottish Government is managed effectively by secure systems and is exploited as a valuable corporate resource, subject to confidentiality restraints. As part of its data policy, Scottish Government will not publish or make publicly available any information that allows individual pupils to be identified, nor will data be used by Scottish Government to take any actions in respect of individuals. Data is held securely and no information on individual pupils can or would be published by Scottish Government.

The individual data collected by Scottish Government is used for statistical and research purposes only. We hope that the explanations contained on the ScotXed website will help you understand the importance of providing the information.

Your data protection rights

The collection, transfer, processing and sharing of ScotXed data is done in accordance with the Data Protection Act (1998). We also comply with the National Statistics Code of Practice requirements and other legislation related to safeguarding the confidentiality of data. The Data Protection Act gives you the right to know how we will use your data. This message can give only a brief description of how we use data. Fuller details of the uses of pupil data can be found on the ScotXed website (www.scotxed.net)

Scottish Government works with a range of partners including HM Inspectorate of Education and the Scottish Qualification Authority. On occasion, we will make individual data available to partners and also academic institutions to carry out research and statistical analysis. In addition, we will provide our partners with information they need in order to fulfil their official responsibilities. Any sharing of data will be done under the strict control of Scottish Government, which will ensure that no individual level data will be made public as a result of the data sharing and that these data will not be used to take any actions in respect of an individual. Decisions on the sharing of data will be taken in consultation with colleagues within and out with Scottish Government.

Concerns

If you have any concerns about the ScotXed data collections you can email the Senior Statistician, Peter Whitehouse, at Peter.Whitehouse@scotland.gsi.gov.uk or write to the ScotXed Support Office, Area 1B, Victoria Quay, Leith, EH6 6QQ.

Alternative versions of this page are available, on request from the ScotXed Support Office, in other languages, audio tape, braille and large print.

Want more information?

Multi – Stage (Composite Classes)

“Multi-Stage or Composite classes consist of pupils who entered primary at different dates. Usually there are two single stages represented in a composite class but it is not uncommon, especially in rural areas, to have more than two stages represented. The range of attainment in a composite class is likely to be similar to that in a single-stage class since groupings will have been made on the basis of educational attainment across the different stages represented. Composite classes are normally formed on the basis of language and/or mathematics working groups. This means that pupils working broadly at the same pace and level in language and/or mathematics are grouped together.”

The above statement sets out the South Lanarkshire position on composite classes. Composite classes will contain no more than 25 pupils.

Composite classes are formed in St. Athanasius’ when they are a numerical necessity and it would appear that they will feature prominently in future arrangements for the foreseeable future. Staff will give every care and attention to ensuring that class organisation facilities which are conducive to appropriate learning and teaching.

A booklet on “Classroom Organisation” has been produced by South Lanarkshire Council and is available on request from the school.

Parent Council

As of August 2007 School Boards have been replaced with the Parent Council. The Parent Council is composed of parent, staff and co-opted members with the head teacher acting as the professional advisor to the Board. Parent Council offers opportunities for parents to meet, discuss and share information on school issues. The duties of the Parent Council include:

- Consulting with parents and reporting to parents on matters of interest.
- Encouraging the development of links between the school and parents.
- Taking part in the selection of senior promoted staff to the school.
- Discussing and approving the head teacher’s plans for purchasing books and educational materials.
- Setting dates for occasional holidays in consultation with interested parties.
- Under the direction of the local Council assisting in the letting of school premises.
- Receiving reports from the head teacher and the local education authority.
- Receiving an annual budget for administration, training and other expenses, and
- Having power to raise funds and spending for the benefit of the school after consultation with the head teacher.
Members of the Parent Council serve on a voluntary basis. There are also opportunities for parents to play an advisory role in the investigation of cases by the South Lanarkshire Council of non-attendance and suspected truancy and decisions on placing requests by parents in respect of those situations where the number of placing requests for a particular school or for a particular stage in a particular school exceeds the number of places available.

A Parent Council is well established and implemented in St. Athanasius’ Primary School. The Head teacher acts as the professional advisor to the Parent Council but has no voting rights. Local councillors may also attend the Parent Council meetings but have no voting rights. All parents are eligible to attend Parent Council meetings. If you want to know more about Parent Councils please contact the head teacher.

South Lanarkshire Council recognises the importance of parents as partners in the education of their child.

To translate this commitment into action, Education Resources have established a “Working with Parents Team” to promote liaison among schools, members of Parent Councils, parents/carers and Education Resources. Members of the Team are available to provide advice and support to Parent Councils, parents/carers and Headteachers and can, where necessary, act as mediators and facilitators.

All enquiries and concerns received from parents are taken seriously. In order to ensure that enquiries are dealt with effectively staff have been assigned to deal with issues as follows:

**Parental Involvement (PTA’s, parent forums/parent councils)**

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](http://www.southlanarkshire.gov.uk)

Parents, carers and family members are by far the most important influences on children’s lives. After all, 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 representation is about helping parents and schools work together as partners in children’s learning. All parents of children at school are automatically members of the Parent Forum and are entitled to have a say in what happens at the school. Parents can also decide to form a Parent Council to represent them. Our school has a Parent Council and a copy of its constitution and what it does is available from the school.

**Parental Involvement – what does it mean?**

As a member you can expect to:

- Get information about what your child is learning
- Get information about events and activities at the school
- Get advice/help on how you can support your child’s learning
• Be told about opportunities to be involved in the school

• Have a say in selecting a parent council to work on behalf of all parents at your school.

Schools and establishments should be the first point of contact for parents who wish to discuss issues about their child. Our aim is to resolve issues at a local level. Education Resources wishes to promote liaison among schools, members of Parent Councils, parents/carers and with other services. We wish to provide advice and support to parent Councils, parents/carers. All enquiries and concerns received from parents are taken seriously. In order to ensure that enquiries are dealt with effectively staff have been assigned to deal with issues as follows:

General Bullying and related
Issues, care and welfare issues
Classroom organisation
And complaints parents@southlanarkshire.gov.uk

Des Dickson parental involvement
Parent Council
Procedural and 01698 454375
Administrative issues des.dickson@southlanarkshire.gov.uk

Parental enquiries and concerns relating to parental involvement, classroom organisation, school transport, placing requests, property, additional support needs and inclusive education, and Early years can be directed to the appropriate service manager.

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 – see parentzone website
• South Lanarkshire Council – www.southlanarkshire.gov.uk

St Athanasius’ Parent Council

The role of St Athanasius Primary School Parent Council is set by the objectives in the Council’s constitution. They are as follow:-

• To work in partnership with the school to create a welcoming school which is inclusive for all parents
• To promote partnership between the school, its pupils and all its parents
• To develop and engage in activities which support the education and welfare of the pupils
• To identify and represent the views of parents on the education provided by the school and other matters affecting the education and welfare of the pupils.

Primarily the Council are involved with liaising between the head teacher and the local education authority in a variety of issues for example relating to the school buildings and other pertinent matters. This has been especially relevant
in recent times when the school initially decanted for a period to the old Carluke Primary buildings and then relocated back to the new build and the teething problems encountered therein. The Parent Council also help the head teacher with other external issues. For example if there are problems with school transport or the community centre that the head teacher has not been able to resolve; then the Parent Council can be asked to help, by writing to the third party and lobbying local councillors as required. Thirdly the Parent Council act as a buffer to the head teacher by trying to address issues that parents have; not as parents of individual pupils and their teaching but general things within the school environ.

Lastly the Parent Council try and encourage greater parental involvement by attending local authority run courses showing how parents can be more involved with the teaching of their child/ren.

St Athanasius’ Parent Council consists of:

Member Mrs Karen Gillon Chairperson
Member Mrs Anne Marie Bruce Vice Chairperson
Member Mrs Leighanne Kerr Parent Member
Member Mr Stephen Mc Laughlin Parent Member
Member Mrs Rochia Devine Toohey Parent Member
Member Mrs Brenda O’ Hara Staff Member
Member Mr. Vincent Mooney Church Representative
Member Rev Tom Magill Parish priest

All correspondence should be addressed to the chairperson.

Mrs Karen Gillon
3 Devon Gardens
Carluke
ML85DE
Tel: 01555 750063

St Athanasius’ Primary  Parent Teachers Association (PTA).

St Athanasius’ Primary, has a very active PTA. The PTA organise a wide range of fundraising activities to benfit the school and its pupils. The main fundraiser is the Family Fun Day which normally takes place in June. The PTA also give generously to those children who receive the sacraments. The PTA meet on the first Tuesday of each month. Meetings take place in the school at 7pm. The PTA also have a page on our school website www.st-athanasius-pri.s-lanark.sch.uk

The PTA chairperson is

Mrs Mari Claire Riley who may be contacted at:
64A Hamilton Street
Carluke
ML8 54HA

Tel: 01555 728984
St Athanasius’ Gala Committee.

St Athanasius' Primary also has a very active Gala Committee. The School and Nursery take part in the Gala here in Carluke every year. The Gala takes place in June and is one of the main annual events here in the town of Carluke. The Gala Committee also meet on the first Tuesday of the month.

St Athanasius’ Children at Carluke Gala

Contact information for South Lanarkshire Education resources.

ADDRESSES
Jim Gillhooley
Executive Director
Education Resources
Council Offices
Almada Street
Hamilton ML3 0AE
Helpline Tel 01698 454545

Mrs Carole Mc Kenzie
Head of Learning Community
Education Resources
Council Offices
Almada Street
Hamilton
Tel. 01698 454751
Tel. 01698 454468

Councillors for South Lanarkshire/Clydesdale West
Ward 1
Lynsey Hamilton (Lab)
Council Offices Almada Street Hamilton ML30AA
Tel 01698 454114 Mob 07881 310 568

Pat Lee (SNP) Council Offices, Beckford street Hamilton ML3 0AA
Tel 01698 454415 Mob 07881 310569

Eileen Logan (Lab) Council Offices, Almada Street. Hamilto0n ML3 0AA
Tel 01698 454400 Mob 07748 114580

David R. Shearer (SNP) Council Offices, Beckford Street, Hamilton ML3 0AA Tel 01698 454681 Mob 07748 114609
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 it's schools. For more information please contact the school.

DISCLAIMER

Although this information is correct at time of printing, there could be changes affecting any of the matters dealt with in the document before the commencement or during the course of the school year in question in relation to subsequent school years. We will do all we can to let parents know about what is going on in our school.
Appendices

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 –
http://www.scotland.gov.uk/Publications/2011/09/14082209/0

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

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

PARENTAL INVOLVEMENT

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

Parentzone provide information and resource for parents and Parent Councils –
http://www.educationscotland.gov.uk/parentzone/index.asp

SCHOOL ETHOS

Supporting Learners - guidance on the identification, planning and provision of support – http://www.educationscotland.gov.uk/supportinglearners/

Journey to Excellence - provides guidance and advice about culture and ethos – http://www.journeytoexcellence.org.uk/cultureandethos/index.asp

Health and wellbeing guidance on healthy living for local authorities and schools – http://www.scotland.gov.uk/Topics/Education/Schools/HLivi

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 –
http://www.scotland.gov.uk/Publications/2010/06/25112828/0

Scottish Catholic Education Service’s resource ‘This is Our Faith’ which supports the teaching and learning of Catholic religious education –
http://www.sces.uk.com/this-is-our-faith.html
CURRICULUM

Information about how the curriculum is structured and curriculum planning – http://www.educationscotland.gov.uk/thecurriculum/

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 – http://www.educationscotland.gov.uk/thecurriculum/howisthecurriculumorganised/experiencesandoutcomes/index.asp

Advice, practice and resources to support the experiences and outcomes on literary, numeracy and health and wellbeing – http://www.educationscotland.gov.uk/learningteachingandassessment/learningacrossthecurriculum/responsibilityofall/index.asp


Information on the Senior Phase – http://www.educationscotland.gov.uk/thecurriculum/whatcanlearnersexpect/seniorphase.asp


Information around the Scottish Government’s ‘Opportunities for All’ programme – http://www.skillsdevelopmentscotland.co.uk/our-services/services-for-individuals/opportunities-for-all.aspx

Information for organisations responsible for the planning, management and delivery of career information, advice and guidance services – http://www.skillsdevelopmentscotland.co.uk/our-story/key-publications/career-management-skills-framework.aspx

The Skills Development Scotland website ‘My World of Work’ offers a number of tools to support career planning – http://www.skillsdevelopmentscotland.co.uk/

ASSESSMENT AND REPORTING


Information about Curriculum for Excellence levels and how progress is assessed – http://www.educationscotland.gov.uk/thecurriculum/howisprogressassessed/stages/index.asp

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 –
http://www.educationscotland.gov.uk/publications/c/publication_tcm4660285.asp

Career Information, Advice and Guidance in Scotland - A Framework for Service Redesign and Improvement provides guidance on career information, advice and guidance strategy –
http://www.scotland.gov.uk/Publications/2011/03/11110615/0

Choices and changes provides information about choices made at various stages of learning –
http://www.educationscotland.gov.uk/supportinglearners/choicesandchanges/index.asp

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

Supporting Children’s Learning Code of Practice includes specific requirements on education authorities and others under the new legislation in relation to transition – http://www.scotland.gov.uk/Publications/2011/04/04090720/21

Enquire is the Scottish advice service for additional support for learning –
http://enquire.org.uk/

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

SUPPORT FOR PUPILS

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

Information about the universal entitlement to support that underpins Curriculum for Excellence –
http://www.educationscotland.gov.uk/supportinglearners/whatissupport/universalsupport/roleofkeyadult.asp

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 –
http://www.scotland.gov.uk/Publications/2011/04/04090720/21

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 –
http://www.scotland.gov.uk/Topics/People/Young-People/gettingitright
SCHOOL IMPROVEMENT

Scottish Schools Online - provides a range of school information, including contact details, school roll, facilities, website, inspection reports – http://www.educationscotland.gov.uk/scottishschoolsonline/

Education Scotland’s Inspection and review page provides information on the inspection process – http://www.educationscotland.gov.uk/inspectionandreview/index.asp

The Scottish Survey of Literacy and Numeracy (SSLN) is an annual sample survey which will monitor national performance in literacy and numeracy – http://www.scotland.gov.uk/Topics/Statistics/Browse/School-Education/SSLN

Scottish Credit and Qualifications Framework (SCQF) – http://www.scqf.org.uk/

Scottish Qualifications Authority provides information for teachers, parents, employers and young people on qualifications – http://www.sqa.org.uk/


Information on how to access statistics relating to School Education – http://www.scotland.gov.uk/Topics/Statistics/Browse/School-Education

SCHOOL POLICIES AND PRACTICAL INFORMATION

Schools and local authorities should consider the most relevant school, local and national policies and include details or links for parents to sources of further information.

National policies, information and guidance can be accessed through the following sites:
  http://www.scotland.gov.uk/Topics/Education
  http://www.scotland.gov.uk/Topics/Health
  http://www.scotland.gov.uk/Topics/People/Young-People


### Draft School holiday Dates Session 2015/2016

<table>
<thead>
<tr>
<th>Break</th>
<th>Holiday dates</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>First Term</strong></td>
<td></td>
</tr>
<tr>
<td>Teachers return</td>
<td>Thursday 13 August 2015</td>
</tr>
<tr>
<td>Pupils return</td>
<td>Monday 17 August 2015</td>
</tr>
<tr>
<td>September Weekend</td>
<td>Close Thursday 24 September 2015</td>
</tr>
<tr>
<td>Re-open</td>
<td>Tuesday 29 September 2015</td>
</tr>
<tr>
<td>October Break</td>
<td>Close on Friday 9 October 2015</td>
</tr>
<tr>
<td>Re-open</td>
<td>Monday 19 October 2015</td>
</tr>
<tr>
<td>Christmas</td>
<td>Close on Wednesday 23 December 2015 2.30pm</td>
</tr>
<tr>
<td><strong>Second Term</strong></td>
<td>Re-open Tuesday 5 January 2016</td>
</tr>
<tr>
<td>February break</td>
<td>Close on Friday 5 February 2016</td>
</tr>
<tr>
<td>Re-open</td>
<td>Wednesday 10 February 2016</td>
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<tr>
<td>Easter Break</td>
<td>Close on Thursday 24 March 2016 2.30pm</td>
</tr>
<tr>
<td>Spring Break</td>
<td>Re-open Tuesday 29 March 2016</td>
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<tr>
<td>Re-open</td>
<td>Friday 1 April 2016</td>
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<tr>
<td>Re-open</td>
<td>Monday 18 April 2016</td>
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<tr>
<td><strong>Third Term</strong></td>
<td></td>
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<tr>
<td>Local Holiday</td>
<td>Closed Monday 2 May 2016</td>
</tr>
<tr>
<td>Local Holiday</td>
<td>Close on Thursday 26 May 2016</td>
</tr>
<tr>
<td>Re-open</td>
<td>Tuesday 31 May 2016</td>
</tr>
<tr>
<td>Summer break</td>
<td>Close on <strong>Friday</strong> 24 June 2016 1pm</td>
</tr>
<tr>
<td>Proposed in-service</td>
<td><em>Proposed date for teachers return (subject to consultation)</em></td>
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<tr>
<td>days</td>
<td>Thursday 11 August 2016</td>
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<td></td>
<td>Friday 12 August 2016</td>
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**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, 23rd December 2015 and Thursday, 24 March 2016)
- Schools will close at 1pm on the last day of term 3 (Friday 24 June 2016)
### Draft School Holiday Dates Session 2016/2017

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<td>Re-open</td>
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<td>Re-open on</td>
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<tr>
<td>Summer break</td>
<td>Close on</td>
</tr>
<tr>
<td>Proposed in-service days</td>
<td>*Proposed date for teachers return (subject to consultation)</td>
</tr>
</tbody>
</table>

**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 (Friday 23 June 2017)
  
*Two in-service days proposed for August 2017 to be confirmed.
A Charter for Catholic Schools in Scotland

The mission of the Catholic school is to develop as a community of faith and learning, providing the highest quality of education, and offering formation through the promotion of Gospel values, through celebration and worship, and through service to the common good.

All Catholic schools in Scotland, in honouring Jesus Christ as the Way, the Truth and the Life, will feature the following characteristics:

- a commitment to the integrated education and formation of the whole person, in close partnership with parents as the first educators of their children;
- an inclusive ethos which aims to honour the life, dignity and voice of each person, made in the image of God;
- a commitment to the search for wisdom in life and to the pursuit of excellence, through the development of each person’s unique God-given talents;
- a commitment to the spiritual formation of the school community, through the shared experience of prayer and liturgy, and in partnership with local parishes;
- the provision of religious education programmes which will enable young people to develop their understanding of Gospel values and of how to apply them to life;
- a commitment to uphold the moral teaching, faith tradition and sacramental life of the Catholic Church;
- a commitment to communicate Catholic social teaching and thereby to promote social justice and opportunity for all;
- a commitment to ecumenical action and the unity of Christians;
- the promotion of respect for different beliefs and cultures and for inter-faith dialogue;
- a commitment to support the continuing professional and spiritual development of staff.

All staff appointed to a Catholic school are expected to support and promote the aims, mission, values and ethos of the school, as illustrated in this Charter.
“We come together, 
work together, 
succeed together...”

“As a Catholic school, our faith and values are at the heart of all that we do. Through successful partnerships, we provide a happy and safe environment, full of enriched learning opportunities, enabling all to achieve their full potential. “

Staff of St Athanasius’ Primary August 2015