

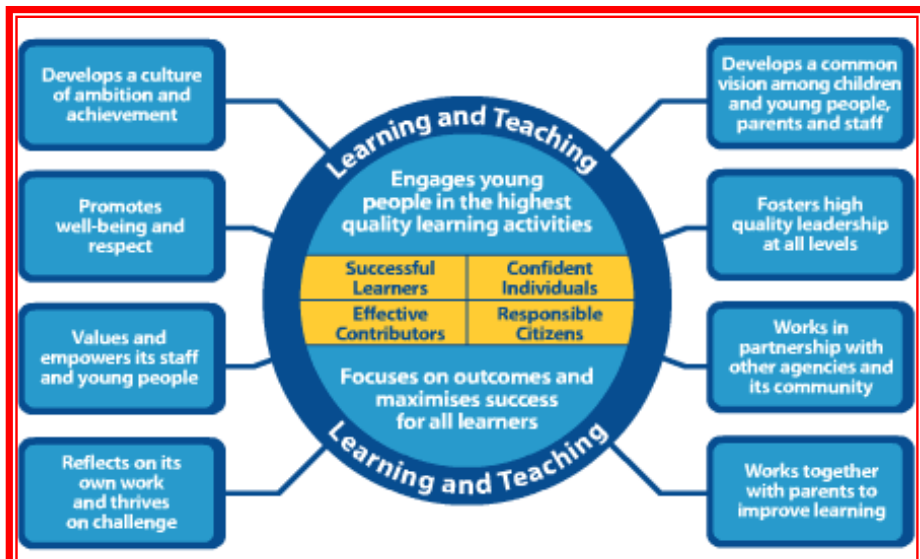
# JOHN PAUL II PRIMARY School Handbook Session 2014-15



Lenten Appeal every day during Lent they would buy bright colourful ribbons and tie them to the school fence - the school had a ribbon appeal and managed to donate **£1500** to SCIAF.



The whole school are now following a Spanish programme - pupils dressing up for Spanish Week.



The Lady Provost unfurling the Green Flag as recognition of all the hard work in their Eco projects within the community.



Local Community Award winners and finalists for 3 years running

# JOHN PAUL II PRIMARY

## SCHOOL HANDBOOK

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All authorities are required by law to issue a copy of the school handbook incorporating current policies and practices of both the council and the school to certain parents and carers in December each year for their use as appropriate.

## **GLASGOW CITY COUNCIL MISSION STATEMENT**

We aim to offer Education of the highest quality. We will seek to:

- Provide a full range of courses and services.
- Enable all individuals to achieve their potential.
- Supply suitable premises and resources.
- Encourage access to education throughout life.
- Foster genuine partnership in education.
- Promote equal opportunity and social justice.
- Support economic growth and prosperity.

## **JOHN PAUL II PRIMARY MISSION STATEMENT**

The mission statement of John Paul II Primary school is to:-

“Develop the whole child through a flexible, structured, manageable curriculum in a well-resourced Catholic learning environment with a provision made for greater parental and community involvement”.

To work towards achieving this we aim:-

- 1 To provide a detailed curricular progression, appropriate to the needs of the child and the area.
- 2 To create a safe, welcoming, well-resourced, health promoting, learning environment.
- 3 To promote a Catholic Ethos.

## **INTRODUCTION BY HEAD TEACHER**

We would anticipate that while spending their formative years in the happy atmosphere of this school, the children will come to realise the benefits to be gained by having a correct attitude to individual, as well as, group work. We aim to encourage the children to become confident individuals, successful learners, effective contributors and responsible citizens.

Through the syllabus of our school, the children will be actively involved in their own learning allowing them to realise their full potential and develop spiritually, emotionally, intellectually, socially and physically.

All aspects of life depend on fluency in the written and spoken word, competence in Mathematics Skills and a healthy attitude to leisure activities. The former is all the more important now in this technological age, when a far greater understanding of the written word is so essential and children must learn how to apply the knowledge they have gained, so that they can face their future with confidence.

By the time our Primary 7 pupils leave to begin their Secondary Education, we would envisage that they would have the confidence to build on the skills learned in this school and through the example of their teachers, to be ever caring and conscientious in their attitude to their peers and to those less fortunate than themselves.

In partnership with the local community groups, we always encourage our children to participate in extra-curricular activities, eg Arts and Crafts, Computing, Cycling, Football, Gaelic Football, Netball and Running. The school actively promotes a healthy attitude to life, widening children's horizons and equipping them to enjoy leisure activities in their later years.

### **GLOSSARY OF TERMS**

#### **CURRICULUM:**

What is taught in school?

#### **SPIRITUAL, SOCIAL, MORAL AND CULTURAL VALUES:**

Religious Education and Personal and Social Development.

#### **HEALTH AND WELLBEING:**

Health Education, PE, Dance.

#### **EXPRESSIVE ARTS:**

Art, Music, Art and Design.

#### **SOCIAL SUBJECTS:**

Science, Social Subjects, Technology.

#### **SCIENCE TECHNOLOGIES:**

Computer Education.

#### **DEVELOPMENT PLAN:**

The means by which the school plans its future priorities for implementation.

#### **A.S.P.**

Additional Support Plan

# SCHOOL INFORMATION

## JOHN PAUL II PRIMARY SCHOOL

29 Dunagoil Road, Castlemilk, Glasgow G45 9UR

Telephone: 0141 634 5219

Fax: 0141 634 9750

Email: [headteacher@johnpaul2-pri.glasgow.sch.uk](mailto:headteacher@johnpaul2-pri.glasgow.sch.uk)

Head Teacher: Mr J McShane

Depute Head Teacher: Mr A Donaghy

Depute Head Teacher: Mrs E Connelly

Present Roll: 238 Working Capacities: 330

|  |   |             |    |     |               |    |    |            |    |    |             |    |      |            |    |    |               |    |    |                |    |    |               |    |    |              |    |      |              |   |       |              |   |  |               |               |           |              |              |                   |             |                   |               |                            |                |                         |              |             |              |              |
|--|---|-------------|----|-----|---------------|----|----|------------|----|----|-------------|----|------|------------|----|----|---------------|----|----|----------------|----|----|---------------|----|----|--------------|----|------|--------------|---|-------|--------------|---|--|---------------|---------------|-----------|--------------|--------------|-------------------|-------------|-------------------|---------------|----------------------------|----------------|-------------------------|--------------|-------------|--------------|--------------|
| <p><b><u>Teaching Staff</u></b></p> <table border="0"> <tr><td>P1A</td><td>Mrs A McKee</td><td>19</td></tr> <tr><td>P1B</td><td>Ms A Mulheron</td><td>19</td></tr> <tr><td>P2</td><td>Mrs A Dunn</td><td>25</td></tr> <tr><td>P3</td><td>Ms C Gildea</td><td>27</td></tr> <tr><td>P3/4</td><td>Ms J Meloy</td><td>20</td></tr> <tr><td>P4</td><td>Mr. B O'Hagan</td><td>24</td></tr> <tr><td>P5</td><td>Mr M Callendar</td><td>26</td></tr> <tr><td>P6</td><td>Mr P McGovern</td><td>30</td></tr> <tr><td>P7</td><td>Mr DNicholas</td><td>31</td></tr> <tr><td>Rm 9</td><td>Mrs I Lennox</td><td>5</td></tr> <tr><td>Rm 10</td><td>Mr S O'Hagan</td><td>9</td></tr> </table> | P1A   | Mrs A McKee | 19 | P1B | Ms A Mulheron | 19 | P2 | Mrs A Dunn | 25 | P3 | Ms C Gildea | 27 | P3/4 | Ms J Meloy | 20 | P4 | Mr. B O'Hagan | 24 | P5 | Mr M Callendar | 26 | P6 | Mr P McGovern | 30 | P7 | Mr DNicholas | 31 | Rm 9 | Mrs I Lennox | 5 | Rm 10 | Mr S O'Hagan | 9 | <p><b><u>Support &amp; Specialist Teachers and Senior Management Team :</u></b></p> <table border="0"> <tr><td>Mrs A Barnett</td><td>Music Teacher</td></tr> <tr><td>Ms J Duff</td><td>Nurture Unit</td></tr> <tr><td>Mr B O'Hagan</td><td>Principal Teacher</td></tr> <tr><td>Mrs A McKee</td><td>Principal Teacher</td></tr> <tr><td>Mr D Nicholas</td><td>Principal Teacher (Acting)</td></tr> <tr><td>Mrs E Connolly</td><td>Depute Head ( ALN unit)</td></tr> <tr><td>Mr A Donaghy</td><td>Depute Head</td></tr> <tr><td>Mr J McShane</td><td>Head Teacher</td></tr> </table> | Mrs A Barnett | Music Teacher | Ms J Duff | Nurture Unit | Mr B O'Hagan | Principal Teacher | Mrs A McKee | Principal Teacher | Mr D Nicholas | Principal Teacher (Acting) | Mrs E Connolly | Depute Head ( ALN unit) | Mr A Donaghy | Depute Head | Mr J McShane | Head Teacher |
| P1A  | Mrs A McKee   | 19          |    |     |               |    |    |            |    |    |             |    |      |            |    |    |               |    |    |                |    |    |               |    |    |              |    |      |              |   |       |              |   |  |               |               |           |              |              |                   |             |                   |               |                            |                |                         |              |             |              |              |
| P1B  | Ms A Mulheron   | 19          |    |     |               |    |    |            |    |    |             |    |      |            |    |    |               |    |    |                |    |    |               |    |    |              |    |      |              |   |       |              |   |  |               |               |           |              |              |                   |             |                   |               |                            |                |                         |              |             |              |              |
| P2   | Mrs A Dunn  | 25          |    |     |               |    |    |            |    |    |             |    |      |            |    |    |               |    |    |                |    |    |               |    |    |              |    |      |              |   |       |              |   |  |               |               |           |              |              |                   |             |                   |               |                            |                |                         |              |             |              |              |
| P3   | Ms C Gildea   | 27          |    |     |               |    |    |            |    |    |             |    |      |            |    |    |               |    |    |                |    |    |               |    |    |              |    |      |              |   |       |              |   |  |               |               |           |              |              |                   |             |                   |               |                            |                |                         |              |             |              |              |
| P3/4   | Ms J Meloy  | 20          |    |     |               |    |    |            |    |    |             |    |      |            |    |    |               |    |    |                |    |    |               |    |    |              |    |      |              |   |       |              |   |  |               |               |           |              |              |                   |             |                   |               |                            |                |                         |              |             |              |              |
| P4   | Mr. B O'Hagan   | 24          |    |     |               |    |    |            |    |    |             |    |      |            |    |    |               |    |    |                |    |    |               |    |    |              |    |      |              |   |       |              |   |  |               |               |           |              |              |                   |             |                   |               |                            |                |                         |              |             |              |              |
| P5   | Mr M Callendar  | 26          |    |     |               |    |    |            |    |    |             |    |      |            |    |    |               |    |    |                |    |    |               |    |    |              |    |      |              |   |       |              |   |  |               |               |           |              |              |                   |             |                   |               |                            |                |                         |              |             |              |              |
| P6   | Mr P McGovern   | 30          |    |     |               |    |    |            |    |    |             |    |      |            |    |    |               |    |    |                |    |    |               |    |    |              |    |      |              |   |       |              |   |  |               |               |           |              |              |                   |             |                   |               |                            |                |                         |              |             |              |              |
| P7   | Mr DNicholas  | 31          |    |     |               |    |    |            |    |    |             |    |      |            |    |    |               |    |    |                |    |    |               |    |    |              |    |      |              |   |       |              |   |  |               |               |           |              |              |                   |             |                   |               |                            |                |                         |              |             |              |              |
| Rm 9   | Mrs I Lennox  | 5           |    |     |               |    |    |            |    |    |             |    |      |            |    |    |               |    |    |                |    |    |               |    |    |              |    |      |              |   |       |              |   |  |               |               |           |              |              |                   |             |                   |               |                            |                |                         |              |             |              |              |
| Rm 10  | Mr S O'Hagan  | 9           |    |     |               |    |    |            |    |    |             |    |      |            |    |    |               |    |    |                |    |    |               |    |    |              |    |      |              |   |       |              |   |  |               |               |           |              |              |                   |             |                   |               |                            |                |                         |              |             |              |              |
| Mrs A Barnett  | Music Teacher   |             |    |     |               |    |    |            |    |    |             |    |      |            |    |    |               |    |    |                |    |    |               |    |    |              |    |      |              |   |       |              |   |  |               |               |           |              |              |                   |             |                   |               |                            |                |                         |              |             |              |              |
| Ms J Duff  | Nurture Unit  |             |    |     |               |    |    |            |    |    |             |    |      |            |    |    |               |    |    |                |    |    |               |    |    |              |    |      |              |   |       |              |   |  |               |               |           |              |              |                   |             |                   |               |                            |                |                         |              |             |              |              |
| Mr B O'Hagan   | Principal Teacher   |             |    |     |               |    |    |            |    |    |             |    |      |            |    |    |               |    |    |                |    |    |               |    |    |              |    |      |              |   |       |              |   |  |               |               |           |              |              |                   |             |                   |               |                            |                |                         |              |             |              |              |
| Mrs A McKee  | Principal Teacher   |             |    |     |               |    |    |            |    |    |             |    |      |            |    |    |               |    |    |                |    |    |               |    |    |              |    |      |              |   |       |              |   |  |               |               |           |              |              |                   |             |                   |               |                            |                |                         |              |             |              |              |
| Mr D Nicholas  | Principal Teacher (Acting)  |             |    |     |               |    |    |            |    |    |             |    |      |            |    |    |               |    |    |                |    |    |               |    |    |              |    |      |              |   |       |              |   |  |               |               |           |              |              |                   |             |                   |               |                            |                |                         |              |             |              |              |
| Mrs E Connolly   | Depute Head ( ALN unit)   |             |    |     |               |    |    |            |    |    |             |    |      |            |    |    |               |    |    |                |    |    |               |    |    |              |    |      |              |   |       |              |   |  |               |               |           |              |              |                   |             |                   |               |                            |                |                         |              |             |              |              |
| Mr A Donaghy   | Depute Head   |             |    |     |               |    |    |            |    |    |             |    |      |            |    |    |               |    |    |                |    |    |               |    |    |              |    |      |              |   |       |              |   |  |               |               |           |              |              |                   |             |                   |               |                            |                |                         |              |             |              |              |
| Mr J McShane   | Head Teacher  |             |    |     |               |    |    |            |    |    |             |    |      |            |    |    |               |    |    |                |    |    |               |    |    |              |    |      |              |   |       |              |   |  |               |               |           |              |              |                   |             |                   |               |                            |                |                         |              |             |              |              |
| <p><b><u>Clerical Assistants:</u></b></p> <p>Mrs L Causer<br/>Mrs L Scott</p> <p><b><u>Facility Officers:</u></b></p> <p>Mr W Holmes</p>   | <p><b><u>Pupil Support Assistants:</u></b></p> <p>Mrs P Adams<br/>Mrs A Brady<br/>Mrs E Goldfarb<br/>Mrs E Kelly<br/>Mrs E Kelly</p> <p><b><u>S.E.N. Support :</u></b></p> <p>Mrs S Larkin<br/>Mrs J McGregor - Nurture Unit Assistant</p> <p>V Logue (ALN unit)<br/>M Paton (ALN unit)</p> |             |    |     |               |    |    |            |    |    |             |    |      |            |    |    |               |    |    |                |    |    |               |    |    |              |    |      |              |   |       |              |   |  |               |               |           |              |              |                   |             |                   |               |                            |                |                         |              |             |              |              |

Stages covered: Primary 1 to Primary 7

Parents and carers should note that the working capacity of the school may vary dependent upon the number of child or young persons at each stage and the way in which the classes are organised.

At present the school campus is used from Monday to Friday with various clubs and organisations and is available to any community group on application to:-

**School Letting Department**  
c/o Woodside Library  
343 St George's Road  
Glasgow G3 6TQ

Telephone – 0141 302 2814 / 2815/ 2816/ 2817 or 287 5921

## SCHOOL HOURS

|                          |                 |   |                 |
|--------------------------|-----------------|---|-----------------|
| <b>Morning Session</b>   | <b>9.00 am</b>  | - | <b>12.15 pm</b> |
| <b>Lunch</b>             | <b>12.15 pm</b> | - | <b>1.00 pm</b>  |
| <b>Afternoon Session</b> | <b>1.00 pm</b>  | - | <b>3.00 pm</b>  |

Please note that for the first 3 weeks for the start of session, Primary 1 children will follow the morning timetable only and dismiss at 12.15 pm.

## SCHOOL YEAR 2013/2014

|                                 |  |
|---------------------------------|--|
| <b>Return Date for Teachers</b> | <b>Monday 11 August 2014</b>   |
| <b>Return Date for Pupils</b>   | <b>Wednesday 13 August 2014</b>  |
| September Weekend               | Friday 26 <b>and</b> Monday 29 September 2014  |
| First Mid-Term                  | Monday 13 <b>to</b> Friday 17 October 2014 (inclusive)   |
| Christmas/New Year              | Monday 22 December 2014 <b>to</b> Friday 2 January 2015 (inclusive)<br>* Please note that schools will close at 2.30pm on the last school day before the holiday   |
|                                 | <b>2015</b>  |
| <b>2015 Return to School</b>    | <b>Monday 5 January 2015</b>   |
| Second Mid-Term                 | Monday 9 <b>and</b> Tuesday 10 February 2015   |
| Spring Holiday                  | Friday 3 <b>to</b> Friday 17 April 2015 (inclusive)<br>Good Friday is 3 April 2015 <b>and</b> Easter Monday is 6 April 2015<br>* Please note that schools will close at 2.30pm on the last school day before the holiday |
| May Day                         | Monday 4 May 2015  |
| May Weekend                     | Friday 22 <b>and</b> Monday 25 May 2015  |
| School Close                    | Wednesday 24 June 2015<br>* Please note that schools will close at 1pm on the last school day before the holiday   |

### In-Service Days

|              |                            |             |
|--------------|----------------------------|-------------|
| <b>Day 1</b> | Monday 11 August 2014      | All Schools |
|              |                            |             |
| <b>Day 2</b> | Tuesday 12 August 2014     | All Schools |
|              |                            |             |
| <b>Day 3</b> | Thursday 18 September 2014 | All Schools |
|              |                            |             |
| <b>Day 4</b> | Wednesday 11 February 2015 | All Schools |
|              |                            |             |
| <b>Day 5</b> | Thursday 7 May 2015        | All Schools |

## ENROLMENT

Mid January, when the children are being enrolled for the first time, parents and carers are asked to come with the child, bringing the Birth (and Baptism Certificate if available) and proof of residence (eg: utility bill or child tax credit form). The school has a very successful liaison programme with all partner nurseries and a transition timetable which takes place throughout the year. Parents, carers and children are invited to come to school for two afternoons in May to allow children to meet their new teacher, become familiar with their new surroundings and make friends with their new class mates. During these afternoons the parents and carers are given an idea of the work their children will be doing throughout their first year at school.

Any parent or carer moving into the area, who wishes to enrol a child here, can contact the Head Teacher any day between the hours of 9.30 am and 3.00 pm or telephone for an appointment; where arrangements will be made for the parent or carer of the child to visit the school and become acquainted with the environment. At this time parents or carers should bring the Birth and Baptism Certificates. Parents or carers outwith the catchment area who wish to enrol their child in this school should first register their child in the school of their own area and advise the Head Teacher that they wish to make a Placing Request for John Paul II Primary.

## CURRICULUM FOR EXCELLENCE

### **Bringing learning to life and life to learning.**

Curriculum for Excellence is now introduced across Scotland for all 3-18 year olds – wherever they learn. It aims 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. 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 will be new ways of assessing progress and ensuring children achieve their potential. There will be new qualifications for literacy and numeracy and from 2013/14 new National 4 and 5 qualifications will be in place. Our well regarded Access, Highers and Advanced Highers will be updated to take account of and support the new approaches to learning and teaching. There's 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 nurtured, safe and secure.

Ultimately, Curriculum for Excellence aims is 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.

Below is a table of the various stages of development:-

| Level            | Stage  |
|------------------|--|
| Early            | the pre-school years and P1 or later for some                                      |
| Second           | to the end of P7 but earlier or later for some                                     |
| Third and Fourth | S1 to S3, but earlier for some<br>the fourth level broadly equates to SCQF level 4 |
| Senior phase     | S4 – S6 and college or other means of study  |

The curriculum is structured under the headings of the **eight curriculum areas**:  
**Languages – Mathematics – Health & Well Being – Religious and Moral Education – Social Studies – Expressive Arts - Sciences – Technologies.**

In Mathematics, new resources are now being used in the upper school which allow for a smooth transition to Secondary. In Health, the school is now accredited as a Health Promoting School and recently achieved it's first Green Flag for the work being done for Eco education projects within the school and wider community.

Teaching for Effective Learning approaches are actively being used within the school. Active Learning through Play is developing at the Infant Stages. The school has a coach trained in Active Learning Early Stages.

Homework is encouraged and expected throughout all stages. This may not always be written work; it could be work to be learned, or it may be the reinforcing of a skill learned in class, by practical application at home. We would ask that any homework be signed by parents/carers. This ensures that the child is aware of his/her parents/carers' interest in their progress.

- At Primary 1 and 2 approximately 10-15 minutes homework per evening is sufficient. (This usually involves reading aloud to the parent/carer).
- At primary 3 and 4 approximately 15-20 minutes homework may be given.
- At Primary 5, 6 and 7 up to 30 minutes homework per evening may be given.

If children give of their best during school hours, there should always be time for them to pursue leisure activities and hobbies, essential elements in the formation of a child's character. In some instances a note may be sent home to inform parents/carers of the focus area for homework that term. Children are encouraged to read a wide variety of books and use their skills in researching some topic which has been discussed in class during their own leisure time.

Opportunities for parents to be involved in their children's learning are encouraged. Homework links through use of diaries and weekly / termly planners and newsletters which detail curricular areas. Parents further share learning by attending workshops and pupil presentations during many events in the school session – Spanish week, Health week, Finance week and ongoing Enterprise topics. The school has close links with the local Catholic Church. Sacramental preparation is an important element of the school curriculum within Religious Education, parents and pupils have regular meetings throughout the year with the local clergy. The school has a "drop in" time for parents every Friday morning 9.00 – 10.30. During this time they can meet and discuss any concerns and ideas which they would like to see developed and to assist the school in fund raising initiatives.

For further information on Curriculum for Excellence  
<http://www.educationscotland.gov.uk/parentzone/index.asp>  
[http://www.sqa.org.uk/sqa/CCC\\_FirstPage.jsp](http://www.sqa.org.uk/sqa/CCC_FirstPage.jsp)



## **LITERACY**

Our ability to use language lies at the centre of the development and expression of our emotions, our thinking, our learning and our sense of personal identity. Language is itself a key aspect of our culture. Through language, children and young people can gain access to the literary heritage of humanity and develop their appreciation of the richness and breadth of Scotland's literary heritage. Children and young people encounter, enjoy and learn from the diversity of language used in their homes, their communities, by the media and by their peers.

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

## **LANGUAGE DEVELOPMENT**

The school participates in Literacy and Numeracy developments and training opportunities to implement Curriculum for Excellence. This builds on previous initiatives such as New Horizons Reading and Writing. Storyworld and Literacy World are used as the core reading schemes throughout the school. Which have enhanced progress in reading. At the Infant stages, Story World provides children with opportunities to learn from a variety of teaching resources allowing children to read a range of stories. Talking, listening, reading and writing skills are developed in the context of the stories the children are reading. Additional reading support can be provided if needed through the use of STARS and other reading resources.

We use the new Nelson's materials for handwriting, phonics and spelling throughout the school, from Primary 1 to Primary 7.

Towards the end of their third year, children progress to other reading development programmes, which incorporate reading, writing, listening and oral skills, eg: Literacy World, Collins Comprehension and Grammar and SRA Reading Laboratory. Writing is supported through Scholastic and Collins resources. Other materials consisting of novels, extracts from other fiction books, non-fiction passages, poems and topic material which incorporates Art, Drama and Music, can also be used within class lessons.

Throughout the year, pupils are given the opportunity to write for a wider audience: Halloween Stories, Christmas Poetry, Catholic Education Week, City and National Competitions such as World Book Day, Burns Festivals and Diwali.

We also lay great stress on the use of reference skills not only through written materials but also by working with various ICT packages.

The school's planning encourages the development of literacy skills across the curriculum.

## NUMERACY – MATHEMATICS

Mathematics is important in our everyday life, allowing us to make sense of the world around us and to manage our lives. Using mathematics enables us to model real-life situations and make connections and informed predictions. It equips us with the skills we need to interpret and analyse information, simplify and solve problems, assess risk and make informed decisions.

Mathematics plays an important role in areas such as science or technologies, and is vital to research and development in fields such as engineering, computing science, medicine and finance. Learning mathematics gives children and young people access to the wider curriculum and the opportunity to pursue further studies and interests.

Because mathematics is rich and stimulating, it engages and fascinates learners of all ages, interests and abilities. Learning mathematics develops logical reasoning, analysis, problem-solving skills, creativity and the ability to think in abstract ways. It uses a universal language of numbers and symbols which allows us to communicate ideas in a concise, unambiguous and rigorous way.

Mathematics equips us with many of the skills required for life, learning and work. Understanding the part that mathematics plays in almost all aspects of life is crucial. This reinforces the need for mathematics to play an integral part in lifelong learning and be appreciated for the richness it brings.

Mathematics is developed through active and collaborative approaches, placing learning in contexts and with real life situations. The Mathematics Scheme used is Heinemann Maths at the infant stages. TJ Maths is introduced at P4 to P7 stages, this supports a smooth transition to Secondary, as it is the resource used in St Margaret Mary's. The attractive and colourfully presented structure of the textbooks, workbooks, games and practical apparatus, help the children to understand more clearly the fundamental concepts of number work, while providing the stimulation to stretch the abilities of the more able child.

The school places great importance on oral and mental maths and knowledge of tables. Due to the Glasgow Initiative in Oral and Mental Maths, we now also use Heinemann Mental and Interactive Maths, this helps the children to develop their problem solving skills.

As children develop at different rates, this course allows them to work at their own pace, according to their ability, thus ensuring a firm grasp and clear understanding of Mathematics.

The school's planning encourages the development of numeracy skills across the curriculum.

## HEALTH AND WELL BEING

Learning in health and wellbeing ensures that children and young people develop the knowledge and understanding, skills, capabilities and attributes which they need for mental, emotional, social and physical wellbeing now and in the future. Children and young people are enabled to establish a pattern of health and wellbeing which will be sustained into adult life, and which will help to promote the health and wellbeing of the next generation of Scottish children. They will be able to

- make informed decisions in order to improve their mental, emotional, social and physical wellbeing
- experience challenge and enjoyment
- experience positive aspects of healthy living and activity for themselves
- apply their mental, emotional, social and physical skills to pursue a healthy lifestyle
- make a successful move to the next stage of education or work

Children and young people should feel happy, safe, respected and included in the school environment and all staff should be proactive in promoting positive behaviour in the classroom, playground and the wider school community. Robust policies and practice which ensure the safety and wellbeing of children are in place. In addition, there are many ways in which establishments can assist young people. These include peer support, buddies, breakfast or lunch clubs, safe areas, mentors, pupil support staff and extended support teams.

Good health and wellbeing is central to effective learning and preparation for successful independent living. This aspiration for every child and young person can only be met through a concerted approach: schools and their partners working together closely to plan their programmes for health and wellbeing explicitly, taking account of local circumstances and individual needs.

Physical Education is divided into four main categories, Fitness, Gymnastics, Games and Dance. Swimming is taught to Primary 7. Where a person of any age is involved in physical activity the correct clothing is important for their safety. Each child should always have for their PE lessons, shorts, sandshoes or trainers and a T-shirt. For swimming they must have their own costume while the girls must also have a swimming cap. All pupils must participate in these lessons, only being excused if the parent/carer informs the teacher of the reason. Each class has at least one period of instruction every week, and as the time-table is arranged in August for the year, the children should always have their PE kit on those days.

“Glasgow’s Health” is a comprehensive health education teaching package designed for young people from 0 to 18 years of age, taking account of their health-related needs and providing a resource to address them through a coherent, continuously progressive programme. “Glasgow’s Health” constitutes a phased health education programme arranged around the three broad themes of “All About Me”, “Keeping Me Safe” and “My Relationships” which allow knowledge, skills and attitudes to be developed as young people progress through their school career.

As a Health Promoting School, representatives from each class are selected to be ‘Health Hawks’. This group links with local Community Groups to develop Health Initiatives within the school.

The school has established a very effective ECO programme for promoting environmental awareness in a way that links to all, curriculum subjects. Recently the school was awarded its first Green Flag in recognition of all the good work the pupils and staff have undertaken through their many Eco projects. In particular, many cross curricular issues such as citizenship, education for sustainable development, PSE, HWB, social and environmental justice and the global dimension can be tackled through the schools involvement in Eco projects. The whole school works with pupils, teachers and other staff together with other members of the local community – parents, local authority, the media and local businesses. It encourages teamwork and helps to create a shared understanding of what it takes to run a school in a way that respects and enhances the environment.

## **SOCIAL STUDIES**

Through social studies, children and young people develop their understanding of the world by learning about other people and their values, in different times, places and circumstances; they also develop their understanding of their environment and of how it has been shaped. As they mature, children and young people's experiences will be broadened using Scottish, British, European and wider contexts for learning, while maintaining a focus on the historical, social, geographic, economic and political changes that have shaped Scotland. Children and young people learn about human achievements and about how to make sense of changes in society, of conflicts and of environmental issues. With greater understanding comes the opportunity and ability to influence events by exercising informed and responsible citizenship.

Throughout the year an extensive programme of Educational visits are arranged. These Educational Outings take place at various times throughout the year as part of planned programmes of study. In Primary 7 this year children will be given the opportunity to spend a residential week away to allow them to take part in Environmental activities. This visit is also a very valuable part of their social education. All classes will go on at least 3 educational visits to places of interest in Glasgow - eg: Art Galleries, Burrell Collection, Scotland Street School, Transport Museum, Peoples Palace.

## **EXPRESSIVE ARTS**

The inspiration and power of the Arts play a vital role in enabling our children and young people to enhance their creative talent and develop their artistic skills.

By engaging in experiences within the expressive arts, children and young people will recognise and represent feelings and emotions, both their own and those of others. The expressive arts play a central role in shaping our sense of our personal, social and cultural identity.

Learning in the expressive arts also plays an important role in supporting children and young people to recognise and value the variety and vitality of culture locally, nationally and globally.

Music can be educational as well as enjoyable. As we are fortunate now in having a part-time music teacher, all children are encouraged to sing and participate in music-making using simple percussion instruments. Children are also encouraged to take part in school musical productions and hymn practices.

As well as the lesson from the Music Specialist, Mrs Barnet, follow-up singing sessions are given by the class teachers. The older children are given the opportunity to participate in choir, recorder and guitar tuition.

The Junior and Senior Choirs have successfully represented the school in City and National Competitions. The Choirs have been successful in winning major awards within these.

## RELIGIOUS EDUCATION

### **The Nature of Religious Education in the Catholic School:**

In Scotland, Religious Education is recognised as an important area of the school curriculum, acknowledged as having a valuable educational purpose in itself. In addition to serving this educational purpose, Religious Education in Catholic schools has a distinctive focus on faith development. In this regard, it is understood that God's grace is at work in all people's lives and hence that theological concepts addressed in Religious Education makes explicit what has, at a deeply human level, already been experienced to varying degrees.

The position of religious education in denominational schools is set out in statute.<sup>1</sup> In Catholic schools, the Catholic Education Commission has responsibility for the faith content of the curriculum on behalf of the Bishops' Conference of Scotland. The Scottish Government is working in partnership with the Catholic Education Commission in the development of guidance for Catholic schools in keeping with the values, purposes and principles of *Curriculum for Excellence*. In Catholic schools the term 'religious education' is used in preference to 'religious and moral education'. As many schools and teachers recognise, the curriculum is more than curriculum areas and subjects: it is the totality of experiences which are planned for children and young people through their education – a canvas upon which their learning experiences are formed. Learning through religious education in Roman Catholic schools is no exception, contributing to the four aspects of the curriculum from *Progress and Proposals*: the ethos and life of the school, interdisciplinary studies, curriculum areas and subjects, and opportunities for personal achievement.

Within Roman Catholic schools children and young people will be at different places in the spectrum of faith development. While most young people will be of the Catholic tradition, some will be of other denominations and faiths or have stances for living which may be independent of religious belief. Religious education should support all children and young people in their personal search for truth and meaning in life, and so it is central to their educational development. This is recognised in Church documents which offer guidance on Catholic education:

New planners are now in place for taking forward Religious Education. This is Our Faith is *“highly significant for many reasons. It is the first religious education syllabus which has originated fully in Scotland and has been created to meet the distinctive needs of young people here.... This is Our Faith is highly original in the way it structures learning experiences and outcomes for young people as they develop and are provided with opportunities to encounter Jesus Christ on their journey of faith. It provides teachers with clear guidance which will enable them to provide experiences of religious education which are faithful to Church teaching and meaningful in the lives of their students.” Joseph Devine, Bishop of Motherwell, President of the Catholic Education Commission.*

Religious education in Catholic schools takes place within the context of the wider Catholic faith community, in partnership with home and parish. It is an integral part of the Catholic school, which is itself a community of faith. It is designed to assist children and young people to be increasingly able to make an informed and mature response to God in faith and to nurture that faith. It offers opportunities for both evangelisation – proclaiming the Gospel message to all – and catechesis – the deepening of existing faith commitments among believers.

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<sup>1</sup> Please note that the statutory position of religious education relates to schools and not to pre-school centres

## SCIENCES

Science is an important part of our heritage and we use its applications every day in our lives at work, at leisure and in the home. Science and the application of science are central to our economic future and to our health and wellbeing as individuals and as a society. Scotland has a long tradition of scientific discovery, of innovation in the application of scientific discovery, and of the application of science in the protection and enhancement of the natural and built environment. Children and young people are fascinated by new discoveries and technologies and become increasingly aware of, and passionate about, the impact of science on their own health and wellbeing, the health of society and the health of the environment. Through learning in the sciences, children and young people develop their interest in, and understanding of, the living, material and physical world. They engage in a wide range of collaborative investigative tasks, which allows them to develop important skills to become creative, inventive and enterprising adults in a world where the skills and knowledge of the sciences are needed across all sectors of the economy.

Content has been updated and account has been taken of research evidence on learning in science and of international comparisons. As a result, there is a strong emphasis on the development of understanding and on critical evaluation, and expectations in some areas have been raised.

The key concepts have been clearly identified using five organisers:

- Planet Earth
- Forces, electricity and waves
- Biological systems
- Materials
- Topical science.

The School makes use of outdoor learning opportunities to give relevance to understanding of the material world. John Paul II School has now through several joint projects established links with Engineers and Strathclyde University giving pupils the opportunity to take part in Science, Technology, Engineering, and Maths activities.

## TECHNOLOGIES

Technology – the application of knowledge and skills to extend human capabilities and to help satisfy human needs and wants – has had profound effects on society.

Scotland has a strong tradition of excellence and innovation in technological research. This is especially true in areas such as engineering, electronics, optoelectronics, biomedical research, genomics and cell engineering. Scotland's people need to be skilled in technologies and to be aware of the impact of technologies on society and the environment, now and in the future. Learning in the technologies provides a strong foundation for the development of skills and knowledge which are, and will continue to be, essential in maintaining Scotland's economic prosperity.

Within *Curriculum for Excellence*, the technologies curriculum area relates particularly to contexts that provide scope for developing technological skills, knowledge, understanding and attributes through creative, practical and work-related activities. For this reason, the framework provides experiences and outcomes which can be applied in business, computing science, food, textiles, craft, design, engineering, graphics and applied technologies. These experiences and outcomes offer a rich context for the development of all of the four capacities and for developing the life skills that are recognised as being important for success in the world of work. They also offer an excellent platform for a range of technology-related careers.

The technologies framework offers challenging activities which involve research, problem solving, exploration of new and unfamiliar concepts, skills and materials, and the rewarding learning which often results from creating products which have real applications. It provides progression in cognitive skills. Children and young people will develop their creativity and entrepreneurial skills and be encouraged to become innovative and critical designers of the future. These attributes are essential if, in the future, our children and young people are to play a major part in the global economy and embrace technological developments in the 21st century.

The technologies framework has six organisers, namely:

- technological developments in society
- ICT to enhance learning
- business
- computing science
- food and textiles
- craft, design, engineering and graphics.

The final four organisers are contexts for developing technological skills and knowledge. We have a well equipped computer suite where children have access to PCs and appropriate educational software. Within each classroom pupils have access to PC and Interactive Smartboard which allows children to learn in an enjoyable way. Pupils also on occasions work with parents/ carers to design and print posters, leaflets, letters, advertising forthcoming school event eg: Christmas Fair etc.

## **ASSESSMENT**

Our pupils' progress is constantly monitored and assessed throughout the term by means of written work and oral/practical application of concepts learned. Assessments in Reading, Writing and Mathematics are administered at appropriate times. When there is cause for concern, individual diagnostic assessments may be carried out in a non threatening way to identify and support any additional needs. Assessments are carried out through a variety of ways – “Can, Make, Show and Do”.

Most pupils in Primary School are expected to progress through the first three curriculum levels: Early, First and Second Levels.

## **ARRANGEMENTS FOR REPORTING TO PARENTS AND CARERS**

In the course of each school year, we have several Parents/Carers Evenings but if parents/carers wish an update of their child's progress in between they are welcome to call at other times to see the teacher. In these circumstances it is advisable to contact the school in advance so that arrangements can be made for the teacher to be released from class to meet with parents/carers.

Prior to Parents/Carers Evenings in November and June, parents will receive a report of their child's progress. Evenings are planned to allow each parent/carer an opportunity to examine and discuss their child's work and progress.

There will be an interim report prepared in November for parents/carers to see how well their child is coping and at the end of the year a written report will be sent home giving full details of the child's year at John Paul II Primary School.

## **SPIRITUAL, SOCIAL, MORAL AND CULTURAL VALUES**

Religious Education is an integral part of our Curriculum, in that, as well as actual lessons, the children are, at all times, experiencing Christian attitudes and Catholic practice imparted through the dedication and example of Parents/Carers and Staff. The Religious Scheme “This is Our Faith” fully explains the teachings of Christ in an informative and thought-provoking way.

Our pupils are prepared for the reception of the Sacraments of Reconciliation, Holy Eucharist and Confirmation. At these times we follow the Guidelines issued by the Director of Religious Education for the Archdiocese of Glasgow. Prior to the reception of these Sacraments, the Parish Priest invites the parents/carers to attend several meetings and services, at which time the teaching of the Church is explained, discussed and requests for these Sacraments are made by the parents/carers, for their children.

### **Session 2014-15**

**Primary 3 pupils** will receive the Sacrament of Reconciliation in the Season of Lent.

**Primary 4 pupils** will receive the Sacrament of Confirmation in October.

**Primary 4 pupils** will receive the Sacrament of First Communion in the Easter Season.

While we are a Catholic School, nevertheless the children are educated towards, and made aware of the existence of the religious practices and customs of our present Multi-Cultural Society. Taking account of Glasgow City Council Policies, parents and carers from religions other than Christianity may request that their children be permitted to be absent from school in order to celebrate recognised religious events. Only written requests detailing the proposed arrangements will be considered. Appropriate requests will be granted on not more than three occasions (days) in any one school session and the child or young person noted in the register using code REL on these days.

Parents and carers have the right to withdraw their children from Religious instruction. However, due to our staffing complement, it is not always possible to ensure supervision of the child. In this instance, the child’s parent or carer is asked to discuss the matter with the Head Teacher. The Regional policies have regard to national advice set out in SOEID Circular 6/9, the Education (Scotland) Act 1980 and SEED Circular 1/2005.



## **CHILD PROTECTION PROCEDURES**

### **MANAGEMENT CIRCULAR NUMBER 57**

**<http://www.goglasgow.org.uk/Link/redirect/475>**

### **CHILD SAFETY / CHILD PROTECTION POLICY**

All educational establishments and services must take positive steps to help children protect themselves by ensuring that programmes of health and personal safety are central to the curriculum and should have in place a curriculum that ensures that children have a clear understanding of the difference between appropriate and inappropriate behaviour on the part of another person, no matter who.

As with other areas of the curriculum, you will be kept informed of the health and personal safety programme for your child`s establishment.

School, establishments and services must create and maintain a positive ethos and climate which actively promotes child welfare and a safe environment by:

- Ensuring that children are respected and listened to
- Ensuring that programmes of health and personal safety are central to the curriculum
- Ensuring that staff are aware of child protection issues and procedures
- Establishing and maintaining close working relationships and arrangements with all other agencies to make sure that professionals collaborate effectively in protecting children.

Should any member of staff have concerns regarding the welfare or safety of any child they must report these concerns to the head of establishment. The head, or the person deputising for the head, after judging that there may be grounds for concern regarding the welfare or safety of any child or young person must then immediately advise the duty senior social worker at the local social work services area office of the circumstances

## **EQUAL OPPORTUNITIES AND SOCIAL INCLUSION**

The school seeks actively to promote a wide range of educational opportunities, activities and interests of all children irrespective of differences such as nationality, colour, sex or creed. The school works with all agencies to support parents and carers in areas of need. Parents and carers may contact the Head Teacher at school if they wish information on the support agencies in this area. Children are encouraged to help others less fortunate than themselves, by supporting Charities eg: SCIAF, Spina Bifida, British Heart Foundation, St Margaret`s Children and Family Society. The Education Authority requires every school to produce its own Race Equality Policy to comply with the Race Relations (Amendment) Act 2000. A copy of the policy is held in the school office.

## **ADDITIONAL SUPPORT NEEDS/ACCESSIBILITY STRATEGY**

GCC Policy – Glasgow City Council has a duty, as outlined in the Standards in Scotland’s Schools 2000 Act, to ensure that your child achieves their potential. Glasgow’s Education Services is committed to the inclusion of all children and young people with additional support needs, where possible, within mainstream schools. This is in accordance with the statutory requirement in the 2000 Act. It is also part of Glasgow’s policy to maintain a range of special educational establishments. This recognises the key role to be played by specialist provisions in addressing severe low incidence disabilities. The authority recognises that there are a wide range of factors, which may act as a barrier to your child’s learning. We are committed to working closely with parents and carers to ensure that you are fully involved in overcoming barriers to learning. Additional support needs may be linked to a learning difficulty or disability but could also apply to a child or young person suffering from bereavement who requires pastoral support, a more able child/young person or those with a particular talent, which needs to be fully developed. The policy requires all establishments to provide an environment where children and young people with additional support needs are actively encouraged to be effective learners and benefit from their school education.

Any parent/carer seeking further advice regarding this policy should contact the Headteacher in the first instance.

If a parent is unhappy with the support their child is getting they must first discuss this with the school in order to seek a resolution at that very local level.

Further information relating to Additional Support Needs is also available on the Glasgow City Council website – <http://www.glasgow.gov.uk/additionalsupportneeds>

There are other organisations specified by Scottish Ministers which provide advice, further information and support to parents of children and young people with ASN. These organisations are identified under The Additional Support for Learning (Sources of Information) (Scotland) Amendment Order 2011 as:

(a) Children in Scotland: Working for Children and Their Families, trading as “Enquire – the Scottish advice and information service for additional support for learning”, a charitable body registered in Scotland under registration number SC003527;

(b) Scottish Independent Advocacy Alliance, a charitable body registered in Scotland under registration number SC033576; and

(c) Scottish Child Law Centre, a charitable body registered in Scotland under registration number SC012741.”

The school has a duty to ensure that all our children have equal access to the curriculum, supported as appropriate to their individual needs. This covers not only the content of lessons and teaching strategies but also minor adaptations to the physical environment of our buildings to address the needs of children with physical or sensory impairments, including the relocation of classes to the ground floor where feasible. We also need to ensure that parents and carers who have a disability have equal access to information about their child. This will involve, for example, relocating the venue for parents/carers meetings to facilitate physical access; provision of an interpreter for people who have a hearing impairment; agreeing a telephone contact system to provide direct feedback to parents and carers.

Communication: The school will if necessary relocate the venue for parents and carers meeting to facilitate physical access, provision of an interpreter for people who have a hearing impairment and agreeing a telephone contact system to provide direct feedback to parents and carers.

Curriculum: At John Paul II we acknowledge that, at some point, children may have an individual learning need. We recognise that children may display additional support needs at different stages of their development arising from any factor which causes a barrier to learning, whether that factor relates to social, emotional, cognitive, linguistic, disability, or family and care circumstances. For instance, additional support may be required for a pupil who is being bullied; has behavioural difficulties; has learning difficulties; has a sensory or mobility impairment, is at risk; or is bereaved.

We aim to identify, assess and meet the needs of all pupils by making adequate provision for individual differences through providing a wide choice of learning resources, differentiated tasks and varying levels of assessment. We aim to achieve this through working in partnership with parents and carer and all those involved in the care of the child.

Staff Development: Staff are fully informed and updated on all issues through school policies and In-Service (eg Disability Awareness Pack/Supporting Inclusion Documentation).

### **ADDITIONAL SUPPORT FOR LEARNING**

The school follows a staged approach to the provision of support for additional learning needs. It is expected that the majority of needs can be met within the classroom. However, for those children who from time to time need support for their learning there is a wide programme of learning support which follows Glasgow City Council guidelines. This involves school staff, pupils, parents and external agencies such as Psychological Services.

From time to time it may be necessary to ask for additional support from within or outwith the school, and the child may need an Additional Support Plan (A.S.P.). These support plans may involve other educational services e.g. Psychological Services or Language Unit, or other services such as Health or Social Work. This will only be done with the consent of the child's parent or carer.

For those children who require an A.S.P., the plan will be devised with the help of the class teacher who will plan, along with the Learning Support co-ordinator, appropriate long and short-term targets for each child. The purpose of these targets is for parents and carers to understand more closely how their child will be measured and for teachers to monitor and assess the progress made. The A.S.P.s will be reviewed on a regular basis and wherever possible, parents and carers will be invited to attend.

The school has a Nurture class which can provide additional short term support for children at the early stages. The nurturing environment is one which is a central part of the school ethos and permeates throughout the whole school.

Also as part of the Glasgow's Inclusion programme, the school now has an ALN unit which offers 15 places for children with additional learning needs within the South of Glasgow.

## ATTENDANCE AT SCHOOL

### Attendance at school

Section 30 of the 1980 Education Act lays a duty on every parent/carer of a child or young person 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 from school to be recorded in the school register as authorised – e.g. approved by the authority, or unauthorised: e.g. unexplained by the parent/carer (truancy) or excluded from school.

Parents and carers are asked to inform the school by letter or telephone if their child is likely to be absent for some time, and give the child a note on his or her return to school, confirming the reason for absence.

Parents/Carers do not have an automatic right to take their child out of school without permission during term-time. The Head of Establishment can only authorise time off during term time in **exceptional circumstances**.

#### **Exceptional circumstances include:**

- short-term parental/carer placement abroad;
- family returning to its country of origin for family reasons;
- the period immediately after an illness or accident;
- a period of serious or critical illness of a close relative;
- a domestic crisis which causes serious disruption to the family home, causing temporary relocation.

Time off during term-time for the following reasons is not acceptable and will be recorded as unauthorised absence:

- Availability of cheap holidays or desired accommodation;
- Holidays which overlap the beginning or end of term.

Clearly with no explanation from the parent or carer, the absence is unauthorised.

The Education Liaison Officer investigates unexplained absences. She may also visit if there is a pattern of frequent late coming. The authority has the power to write to, interview or prosecute parents and carers, or to refer child or young persons to the reporter of the children's hearings, if necessary.

The authority's and Scotland's figures include all education authority and grant-aided primary schools, but exclude all special schools.

## **HOME AND SCHOOL LINKS**

We have an open-door policy in school, by means of which parents and carers are encouraged to call at school, or arrange an appointment with the Head Teacher or Class Teacher to talk about any point relevant to their children, be it about school work, behaviour or a medical worry.

Arrangements may be made for parents and carers to see the work done in school, and meet the class teacher, who is constantly assessing the progress made by each child. We also have Parent/Carer Evenings in the course of the year, usually around November and May, when the children's work can be discussed.

Before children receive the Sacraments of Reconciliation, Confirmation, and Holy Eucharist, we arrange meetings, when we can discuss how each of us, parents, carers, teachers and clergy, may work together to prepare the children for such important events in their young lives.

There is a weekly time slot for parents and carers to meet in school over the school session to discuss ways of assisting in educational and social activities for the children eg: fundraising, organisation of discos, raffles, coffee mornings, Sports Day etc.

## **SCHOOL / COMMUNITY**

We encourage our pupils to take a pride in their school both inside and out. In our discussions they heartily agree that a person can enjoy working and living in a pleasant environment. To that end, children take on the responsibility of tending the plants within the confines of the school.

Our football team meets those from neighbouring schools and we encourage the children to take part in events involving Castlemilk.

At our Christmas Concert we welcome a group of pensioners to see the performance - our hospitality is extended by older child or young persons who assist by organising tea, sandwiches etc.

After School Care facility is available:- 7.30 am – 8.45 am and 3.00 pm – 7.00 pm.

Parents and the Pupil Council work with local churches, community groups, housing associations and local businesses to support the school and the community.

## **GLASGOW'S BIG BREAKFAST**

Glasgow's Big Breakfast offers the primary school child or young persons of the city a breakfast prior to the start of the school day (from 8.00 am – 8.45 am). The aim of the service is to offer a quality nutritious breakfast served in a relaxed and supervised school environment.

The breakfast includes a choice of 3 cereals with milk followed by toast, spread and a drink. An additional item including fresh fruit or yoghurt will also be available on a Wednesday.

Glasgow's Big Breakfast is based on a tri-partnership with Education and Social Work Services, NHS Greater Glasgow and Direct and Care Services.

## **AFTER SCHOOL ACTIVITIES EXTRA CURRICULAR**

As we aim to educate a child for life, we encourage them to use the skills they have learned to enjoy in leisure activities.

In addition to football, running and netball teams, pupils participate in many sporting activities including those organised by Castlemilk Fair, Castlemilk Sports Centre and the Sports Forum.

The school Gym Hall is regularly used after school hours by youth clubs and this allows the children an excellent opportunity to develop their games skills and make good use of their leisure hours.

Facilities are available for badminton, basketball, Gaelic football, unihoc, volleyball, netball and short tennis.

The school receives support from the Health Education Officer, John Harkins at various events throughout the year. Fiona Scott is Castlemilk's New Learning Community, Active Schools Co-ordinator and is based at Castlemilk High Secondary. Julie assists in providing activity programmes for the school throughout the year.

## **OUT OF SCHOOL HOURS LEARNING AND STUDY SUPPORT**

This year we have very successfully initiated a range of enjoyable learning experiences after school. These include; ICT / Computing, Football, Gaelic Football, PE, Games Activities and Dance.

Over the past four years, the school has successfully encouraged participation in the Bridgeton Burns Club competition. Over 100 children have taken part. This year the Junior Choir won third place and pupils were successful in solo singing and in the verse section.

## **SUPERVISION OF PLAYGROUND**

An adult presence is provided in playgrounds at break-times in terms of the Schools (Safety and Supervision of Pupils) (Scotland) Regulations, 1990

## SCHOOL DISCIPLINE

In order to function properly, all organisations must have rules which will ensure the safety and well-being of all its members.

SELF DISCIPLINE is therefore essential at ALL STAGES with the older child or young person bearing a greater responsibility, as their actions and language are imitated by their younger brothers, sisters and friends.

***\*It must be remembered that parents and carers can be held responsible for the actions of their children.***

THEREFORE - parents and carers will be notified immediately and may be requested to call at school in the event of:-

- a) Verbal abuse of teacher which causes disruption and imitation by class-mates.
- b) Fighting, punching or spitting.
- c) Malicious damage to the building, furnishings or books.
- d) Continual talking in class - wasting precious time of the teacher AND YOUR CHILD.
- e) Refusal to work or comply with the school Regulations.
- f) Running in Corridors or on stairs and barging through doors.

\*Parents and carers will at this stage be required to provide a written assurance of good behaviour.

If a child`s behaviour is consistently giving cause for concern or is of a sufficiently serious nature, the child may be excluded from school. This avenue will only be considered as a last resort and will follow the procedures as laid down by the Education Authority.

IN THE INTEREST OF SAFETY, these points should be noted:-

- 1 Children should NEVER leave the school, for any reason, without permission.
- 2 For visits to Dentist/Doctor, a parent or carer MUST collect the child from school.
- 3 Soft shoes and shorts are necessary for PE - Safety is paramount.
- 4 PHYSICAL EDUCATION AND SWIMMING is essential parts of the curriculum - not voluntary. A letter from parent must be produced for non-participation.
- 5 **ALL PIERCINGS MUST BE REMOVED FOR PE (see GCC guidelines below)**

*It is common practices for cosmetic piercers to advise pupil`s that their jewellery must remain in the body for a number of weeks due to the healing process; however our advice remains the same in that all piercings **must be removed.***

*The following paragraph has been taken from Master Safety File 34P PE Code of Practice and Risk Assessments (Issued April 2007) and formally reiterates our safety message on the subject:*

*'2.1 Personal effects (e.g. jewellery, body piercings, items of religious significance, watches, hair slides and belts) constitute a hazard and may cause injury if worn whilst participating in Physical Education and **must be removed.**'*

*In the case of parents suggesting they write a letter as a legal waiver, we the authority cannot accept it as we would still be deemed the responsible person and would be fully liable if there was an accident irrespective of a letter.*

*With regards 'items of religious significance' parents have requested these items are also kept on the person but again our advice is that these items must be removed. In a recent case we suggested to a parent that a cross was sewn onto the pupils gym kit as a temporary substitute as this was the approach other religious parents had taken.*

**If parents wish their children to have body piercing, the preferred time for the piercings to take place would be at the start of the school summer holiday, as once the pupils return to school the jewellery could be removed in order for pupils to participate in their schools physical exercise programme.**

## **CLOTHING AND UNIFORM**

Given that there is substantial parental/carer and public approval of a dress code, schools in this authority are encouraged to develop a school dress code. In encouraging a dress code policy account must be taken in any proposals to prevent any direct or indirect discrimination on the grounds of race or gender. Any proposals will be the subject of widespread consultation with parents/carers and children. Against this background it should be noted that it is the policy of the Education Children and Families Policy Development Committee to encourage schools to develop an appropriate dress code policy.

There are forms of dress which are unacceptable in school, such as items of clothing which:-

- potentially, encourage faction (such as football colours);
- could cause offence (such as anti-religious symbolism or political slogans);
- could cause health and safety difficulties, such as loose fitting clothing, dangling earrings;
- are made from flammable material for example shell suits in practical classes;
- could cause damage to flooring;
- carry advertising, particularly for alcohol or tobacco; and
- could be used to inflict damage on other children or be used by others to do so.

Under no circumstances will children be deprived of any educational benefit as a result of not wearing clothing conforming to the schools dress code policy.

Parent/Carers receiving Income Support, Job Seekers allowance (Income-Based), Working Tax Credit (with a total annual income of less than £15,050\*), Housing Benefit, or Council Tax Benefit will normally be entitled to monetary grants for footwear and clothing for their child. Approval of any requests for such grants made by parents/carers in different circumstances is at the discretion of the Executive Director of Education. Information and application forms may be obtained from schools and from [www.glasgow.gov.uk/index.aspx?articleid=8629](http://www.glasgow.gov.uk/index.aspx?articleid=8629)

Glasgow City Council is concerned at the level of claims being received regarding the loss of childrens` and young peoples' clothing and/or personal belongings. Parents/Carers are asked to assist in this area by ensuring that valuable items and unnecessarily expensive items of clothing are not brought to school. Parents/Carers should note that the authority does not carry insurance to cover the loss of such items and any claims submitted are likely to be met only where the authority can be shown to have been negligent.



## MEALS

We now have a School Cafeteria with an extensive range of snacks and lunches. We try to ensure that all children choose a balanced meal, eg not too many sweet courses. If a child must have a special diet because of medical reasons, eg diabetes, the parent is asked to notify us, giving details of the diet, to ensure the child's continued well-being. Children who are entitled to a free meal will receive a ticket on a daily basis when they enter the dining hall. Children who do not wish to have school meals are allowed to bring packed lunches, to be eaten in the school dining hall. Children and young people of parents/carers receiving Income Support, income-based Job Seekers Allowance, Work Tax Credit (where income is less than £6,420), Child Tax Credit only (where income is less than £15,910\*) and income-related Employment and Support Allowance are entitled to a free midday meal. Information and application forms for free school meals may be obtained from schools and from [www.glasgow.gov.uk/index.aspx?articleid=8629](http://www.glasgow.gov.uk/index.aspx?articleid=8629)

**NB** Parents/Carers who are in receipt of Child Tax Credit **and** Working Tax Credit are **not** entitled to a free midday meal.

\*Income amount effective from 1 April 2010 and may be changed by the Department for Work and Pensions.

## TRANSPORT

### General

The Education Authority has a policy of providing free transport to all primary children who live more than 1.2 miles from their local school by the recognised shortest walking route. This policy is more generous than the law requires. This means that the provision of transport could be reviewed at any time. Parents/Carers who consider they are eligible should obtain an application form from the school or Education Services. These forms should be completed and returned before the end of February for those children beginning school in August to enable the appropriate arrangements to be made.

Applications may be submitted at any time throughout the year but may be subject to delay whilst arrangements are made. The appropriate officer has discretion in special circumstances to grant permission for children to travel in transport provided by the authority, where spare places are available and no additional costs are incurred.

The authority has an Exceptional Circumstances policy relating to e.g. homelessness, parental/carer disability, etc. Details are available from the school. There is also a procedure to request transport on medical grounds. The school can advise on procedures.

### Pick up points

Where free transport is provided it may be necessary for children 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 (see above paragraph). It is the parent's/carer's responsibility to ensure that their child arrives at the pick-up point in time. It is also the parent's/carer's responsibility to ensure the child behaves in a safe and acceptable manner while boarding, travelling in and alighting from the vehicle. Misbehaviour could result in your child losing the right to free transport.

## **PLACING REQUESTS**

The Education Authority does not provide transport for those children and in receipt of a placing request other than in individual exceptional circumstances and where appropriate legislation applies.

In the case of under-age placing requests if the child is offered a place in his/her catchment area school, transport will be provided in accordance with council policy stated above.

The bus terminus is near at hand, providing an excellent service to all areas of the city.

If a child or young person moves out of the catchment area and the parents and carers do not want the child or young person to change schools then a placing request to remain must be made.

## **MEDICAL HEALTH CARE**

During their first school year, Primary 1 children are given a health appraisal by the school nurse, and thereafter some children will receive a medical examination from the school doctor, the parent or guardian is expected to be present at appraisal and medical to provide information about the child's previous medical history, for example: special diet, or inability to take part in P.E. lessons.

Children in Primaries 4 and 7 will be given a vision test, testing will be carried out throughout the school year by the visiting school nurse. Vision testing will also be available to any child whom the teacher or parent may suspect has a vision problem.

We also have visits by a dental health educator who advises the children on dental care, and visits by a hygiene nurse. Staff at the local School Clinic provide excellent medical care, treatment and advice.

If a child takes ill or has an accident at school, the parent or carer will be informed by telephone by the school administrative staff. Therefore it is most important that we have the name, address and telephone number of an emergency contact in the event of the parent/carer being unavailable.

## **INFORMATION IN EMERGENCIES**

We make every effort to maintain a full educational service, but on some occasions circumstances arise which lead to disruption. Schools may be affected by, for example, severe weather, temporary interruption of transport, power failures or difficulties of fuel supply. In such cases we shall do all we can to let you know about the details of closure or re-opening. We shall keep you informed by using letters, notices in local shops and community centres, announcements in local places of worship and announcements in the press and on local radio.

## **THE PARENT FORUM AND THE PARENT COUNCIL AND PUPIL COUNCIL**

The Scottish Schools (Parental Involvement) Act 2006 has changed the arrangements for parental/carer representation in all schools. Since August 2007, all parents/carers are automatically members of the Parent Forum for their school and they have a right to establish a Parent Council to represent them.

### **Parent Forum**

The membership of the Parent Forum is made up of all parents/carers who have a child at an education authority school. Membership of the Parent Forum allows parents/carers to have a say in the local arrangements to enable their collective view to be represented on matters such as the quality and standards of education at the school and other matters of interest to parents/carers. One of the ways parent/carers in the Parent Forum will be able to express their views will be through the Parent Council.

### **Parent Council**

The Parent Council is a group of parents/carers selected by members of the Parent Forum to represent all the parents/carers of children at the school. Parent Councils are very flexible groups and the Parent Forum can decide on the type of group it wants to represent their views. A Parent Council could get involved in:

- Supporting the work of the school;
- Gathering and representing parents'/carers' views to the Headteacher, education authority and HMIE;
- Promoting contact between the school, parents/carers, children and the local community
- Fundraising;
- Involvement in the appointment of senior school staff.

Parent Councils are recognised in law from August 2007. As a statutory body, the Parent Council has the right to information and advice on matters which affect children's education. So, the school and the local authority must listen to what the Parent Council says and give it a proper response. Every school's Parent Council will be different because it will be parents/carers in each school who make the key decisions. The Parent Council is also entitled to support from the education authority in fulfilling its role.

### **Membership of the Parent Council**

Generally, members of the Parent Council must be parents/carers of children who attend the school and the chairperson must have a child in the school. However, the Parent Council can decide to co-opt other members from teachers and the community who will have knowledge and skills to help them. As our school is a denominational school, the Parent Council will invite the church to nominate a representative to be a co-opted member.

### **PARENT-TEACHER ASSOCIATION or PARENT ASSOCIATION**

At present there is neither Parent-Teacher Association nor Parent Association, however the Head Teacher, Depute Head Teacher or Principal meets with a group of parents/carers at various times throughout the year.

### **Pupil Council**

A Pupil Council has been formed – pupil representatives are elected by class vote.

## **TRANSFER FROM PRIMARY SCHOOL TO SECONDARY SCHOOL**

Children are normally transferred between the ages of 11½ and 12½ so that they will have the opportunity to complete at least four years of secondary education. Parents and carers will be informed of the School arrangements no later than December of the year preceding the date of transfer at the start of the new session.

The school has a very successful transition programme in place. There is a programme of familiarisation throughout the year when children are taken to the secondary for lessons or a subject teacher comes to the primary to take the class. In June there is a 2-day visit by Primary 7 to the Secondary. By this interaction, we hope to make easier the transition of Primary children to Secondary. Secondary and primary staff meet on a regular basis to ensure smooth transition to meet the needs of all pupils. Parents are involved through a series of meetings with secondary staff prior to their child's move. For those pupils requiring any form of additional support arrangements can be put in place to ensure a smooth transition.

Our children normally transfer to:     St Margaret Mary's Secondary School  
  9 Birgidale Road  
  GLASGOW  
  G45 9NG  
  Telephone: 0141 582 0250

### **DATA PROTECTION ACT 1998**

Information on children and young people, parents and carers is stored on a computer system and may be used for teaching, registration, assessment and other administrative duties. The information is protected by the Data Protection Act 1998 and may only be disclosed in accordance with the Codes of Practice. For further information please contact the school.

### **THE FREEDOM OF INFORMATION (SCOTLAND) ACT 2002**

The Freedom of Information (Scotland) Act 2002 enables any person to obtain information from Scottish public authorities. The Act applies to all Scottish public authorities including: Scottish Government and its agencies; Scottish Parliament; Local Authorities; NHS Scotland; Universities and further education colleges; and the police.

Public authorities have to allow access to the following information:

- The provision, cost and standard of its service;
- Factual information or decision-making;
- The reasons for decisions made by it.

The legal right of access includes all types of '*recorded*' information of any data held by the Scottish public authorities. From 1 January 2005, any person who makes a request for information must be provided with it, subject to certain conditions.

Further information is provided on the Glasgow City Council web-site:

**<http://www.glasgow.gov.uk/index.aspx?articleid=2999>**

Internet facilities are provided by all Glasgow City Council Public Libraries and Real Learning Centres.

## **EQUALITY ACT 2010 STATEMENT**

The Equality Act 2010 protects certain characteristics. In the delivery of education the characteristics that are protected are disability, gender reassignment, race, religion or belief, sex or sexual orientation, pregnancy and maternity. When making decisions in relation to admissions, exclusions, the provision of education, benefits, facilities and services and any other relevant decisions the school has a duty to have due regard to the need to—

- (a) eliminate discrimination, harassment, victimisation and any other conduct that is prohibited under the Equality Act 2010;
- (b) advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it;
- (c) foster good relations between persons who share a relevant protected characteristic and persons who do not share it.

## **DEALING WITH RACIAL HARASSMENT**

The Race Relation Act of 1976 makes it unlawful to discriminate against someone because of her/his colour, race, nationality, ethnic or national background. The Act makes it the duty of Glasgow City Council to eliminate unlawful racial discrimination. In 1999 the guidelines, *'Dealing with Racial Harassment'* were issued to assist all teaching staff in dealing with such incidents. The adoption of an anti racist approach should be seen as one part of the continuing attempt to improve the quality of education.

Glasgow City Council recognises that support from the home is essential if these aims are to be achieved. Every child in Glasgow has the right to be happy and secure at school.

## **BULLYING**

Bullying behaviour will not be tolerated within Glasgow City Council's educational establishments. All children in Glasgow's educational establishments have an entitlement "*to work (and play) in a learning environment in which they feel valued, respected and safe and are free from all forms of abuse, bullying or discrimination*". (A Standard for Pastoral Care in Glasgow Schools.)

In 2009, Glasgow City Council published its revised Anti-Bullying Policy, incorporating the requirement to record and report all discriminatory behaviours within educational establishments. All establishments are required to review their policy in light of this. Parents and carers have a significant role to play in helping to address this problem. For this reason any anti-bullying strategy must stress the importance of partnership with the parent and carers of their children.

## COMMENTS AND COMPLAINTS

If you have a comment or complaint please approach the Head of Establishment in the first instance. If the Head of Establishment does not resolve the issue to your satisfaction, you should contact our Customer Liaison Unit who will:

- Take a totally neutral stance in fully investigating your complaint;
- Acknowledge receipt of your complaint within five working days;
- Give a full written response within a further 10 working days, unless another timescale has been agreed.

The customer Liaison Unit can be contacted by telephone or e-mail:

Telephone: 0141 287 3655 / 4688

E-mail [education@glasgow.gov.uk](mailto:education@glasgow.gov.uk)

Customer Liaison Unit  
Education Services  
Glasgow City Council  
City Chambers East  
40 John Street  
GLASGOW  
G1 1JL

## ADDRESSES AND CONTACTS

Maureen McKenna  
Executive Director of Education  
Education Services  
City Chambers East  
40 John Street  
GLASGOW  
G1 1JL  
Tel: 287 2000

Matt Henderson  
Assistant Area Manager  
Glasgow Life  
Adelphi Centre  
12 Commercial Road  
GLASGOW  
G5 0PQ  
Tel: 276 1330

Morag Gunion  
Pastoral Officer  
Education Services  
City Chambers East  
40 John Street  
GLASGOW  
G1 1JL  
Tel: 287 2000

St Margaret Mary's Secondary  
9 Birgidale Road  
Castlemilk  
GLASGOW  
G45 9NJ  
Tel: 582 0250

City Chambers:  
Local Councillors:  
Baillie Margot Clark:  
Sadie Docherty:  
John McKenzie:  
David Ritchie:

Councillors Corridor  
GLASGOW  
G2 1DU  
Tel: 287 4008

St Margaret Mary's Church  
99 Dougrie Road  
GLASGOW  
G45 9NT  
Tel: 634 6152

St Bartholomew's Church  
32 Croftfoot Road  
GLASGOW  
G45 0NG  
Tel: 634 2051

Social Work Department  
10 Ardenraig Place  
GLASGOW  
Tel: 287 6100

Glasgow South East Regeneration Agency  
Glenwood Business Centre  
21 Glenwood Business Centre  
Castlemilk  
GLASGOW  
G45 9UH  
Tel: 634 1024

Cultural and Sport Glasgow  
Glasgow Life: Letting Section  
c/o Woodside Library  
343 St George's Road  
GLASGOW G1 1LX  
Tel: 302 2814 / 2815

Please note that although this information is correct at the time of printing, there could be changes affecting any of the matters dealt with in the document.

- a) Before the commencement or during the course of the school year in question.
- b) In relation to subsequent school years.

# 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 and carers 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.