



Education Resources



Respect, Friendship, Achieve, Positive, Learning

Together we learn we grow

***School and Nursery Handbook
January 2025***

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

Phone: 0303 123 1023 Email: education@southlanarkshire.gov.uk.

1) Introduction by the Head Teacher

Dear Parent

May I extend a warm welcome to you on behalf of our pupils, our families, our staff and all those associated with Robert Smillie Memorial Primary School.

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

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

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

The priorities for all schools in South Lanarkshire are set out on the Council Website
https://www.southlanarkshire.gov.uk/info/200171/council_departments/652/education_resources

At Robert Smillie, we are very committed to working together, staff, pupils, family, community and partners, to ensure that all our children receive the highest quality education that we can provide.

Our school has a strong identity and a solid commitment to our shared vision, values and aims.

Our Vision:

Together, we learn, we grow

Our Values:

Respect, Achieving, Friendship, Positive, Learning

Our Aims:

We aim to have better academic performance than schools of a similar demographic, and to have pupil attainment at least in line with the national average.

We aim to give all children excellent opportunities to achieve and develop their skills across a broad curriculum

We aim to achieve equity for all pupils.

Everything we do reflects our values, our vision and our aims. Through these we are very focused on improving the outcomes for all our children and ensuring that our school is the best it can be.

We are passionate about our work with children. Working with many agencies and partners takes place to help our children develop positive attitudes to themselves as learners and to respect themselves and others.

We focus on academic skills as well as developing each child as an individual, supporting all emotionally and intellectually. We know this is the way to develop happy, successful children. It is also the way to build the skills our children need for learning, for life and for work.

We see the partnership between parents and school as central to supporting each child's progress and we would wish you to be actively involved in our school through the various events and activities that occur throughout the school year. We look forward to meeting you and working with you at many school events. Please be involved and play an active role in the life of our school.

We hope that the following pages will give you a flavour of our school.

Kindest regards

Roland Peck (Head Teacher)

2) About our school

Robert Smillie is a Non-denominational Primary School with Nursery Class. We have 184 school children in 7 classes from Primary 1 to Primary 7, Robert Smillie Nursery Class (40 children) and Skylark Early Learning and Childcare Centre (18 2-3 year olds and up to 56 3-5 year olds).

Contact details.

Robert Smillie Memorial Primary
Glen Avenue
Larkhall
ML9 1JN

Tel: 01698 882636

Mobile: 07823489273

website address: <http://robertsmillieps.schoolwebsite.scot/home>

email address: office@robertsmillie-pri.s-lanark.sch.uk

Facebook: Our parents use Facebook for general communication.
[@RobertSmillieMemorial](#)

Parent Portal: We are committed to using digital communication, in line with SLC policy and the sustainability agenda. Parent portal is where almost all information is sent to parents. Communication can be received through email or paper copies where necessary. Office staff are very good at helping parents with Parent Portal troubleshooting!

Coming to Robert Smillie Memorial Primary School:

Most children who attend Robert Smillie start in Primary One. We have a comprehensive transition programme for the children and families that starts with enrolment week in January of each year.

We welcome children transferring from other schools to Robert Smillie throughout the primary school years. To make this process as positive as it can be for parent and child, we encourage you to come for a visit before your child starts. On this initial visit, we can discuss your child's needs and how we can best meet these.

School Times:

8-15am- 8.45am **School Breakfast Club** - All children are welcome to attend

9.00am – 3.00pm **Normal School Day –**

Morning interval for children is between 10.30am and 10.45am

Lunch Interval is between 12.15pm and 1.00pm

Attendance at School: Very good attendance at school is vital for children. It helps them:

- Make better social bonds with their peers,
- Feel that this is their school and this is where they want to be
- Keep up with academic work and enjoy learning better
- Develop greater confidence
- Maintain a positive attitude to themselves, their skills and their ability to contribute to life.

When your child is sick

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

- Please tell someone at the school - telephone us or let us know in writing.
- Notify the school first thing in the morning when your child is going to be absent. Let the school know the likely date of return and keep them informed if the date changes.
- Parents/carers will be contacted by the school office if children are absent without notification.

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

Family Holidays During Term Time

Every effort should be taken to avoid family holidays during term time as this both disrupts the child's education and reduces learning time. If holidays are taken during times when the school is open parents should inform the school in advance by letter.

If your child is taken on a family holiday during term time then in line with the Scottish Executive Education Department advice this will be classified as an unauthorised absence. However, in exceptional circumstances schools may register a family holiday during term time as an authorised absence when for example, parents are unable to obtain leave during the school holiday period. Clearly, absence with no explanation from parents will mean that the absence will be recorded as unauthorised.

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

Both late coming and attendance are monitored by the school. Parents will be contacted where there is a continued pattern of late coming and low attendance, in order that the situation can be discussed and hopefully, improved.

Addressing Concerns:

What do you do when you have a concern regarding your child at school?

All children will have times when things go very well for them in school. However, we recognise that at times, school can pose many different challenges for some.

Working together – parents, school staff and children ensures we reach the best possible solutions.

We maintain open communication with families, and the school's management team (Head Teacher or Depute Head Teacher/ Principal Teacher) are happy to listen to any concerns and address any issues. We *always* look for the most positive solution for all children so that every child can come to school and feel safe and secure.

South Lanarkshire Council policy 'Have Your Say' is available from the school office for anyone wishing to make a formal complaint.

Your Details

At the start of each session we ask you to give us your contact details so that we can make contact with you when required. If your details change through the year please inform the school immediately of any change to the following:

home telephone number
mobile number
emergency contact details

Information on emergencies

We make every effort to ensure the school remains open during term-time for pupils. However, on occasions circumstances may arise which can affect the school. Schools may be affected by, for example, severe weather, power failures or through any other circumstances that may impact on the school day. In such cases we shall do all we can to let you know as soon as possible. We shall keep in touch by the most appropriate method at the time normally through text message, and via our social media channels.

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

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

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

Things we need you to do:

1. It is important for parents/carers to let the school know of any change to your mobile/home telephone number and change of address.
2. If for any reason, you are unsure if the school is open visit the website www.southlanarkshire.gov.uk or email education@southlanarkshire.gov.uk

a) Your commitments

We ask that you:

- support and encourage your child's learning – ask them what they have been doing.
- respect and adhere to the school's policies and guidance.
- Respect school staff and support the school's commitment to your child's education.

3.) School Ethos

Robert Smillie is all about meeting children's needs and helping them to be the best they can be! This is what our children, families and staff value about their school.



Our schools most important values are:

Respect, Friendship, Achieving, Positive, Learning

We believe that through working together, families, teachers, support staff, children and many other groups that we associate with, we can help prepare our children for a positive future.

Our curriculum is designed to help every child achieve their potential and develop their individual talents and skills. In line with Curriculum for Excellence we hope to play a significant role in developing our youngsters as 'Confident Individuals', 'Successful Learners' 'Responsible Citizens and 'Effective Contributors'.

Teachers, support staff and children at Robert Smillie have worked hard to improve attainment as well as attendance and behaviour. We are well supported by our parent group in this and are proud of the achievements we have made.

We are committed as a school to ensuring our children grow up with a 'Growth Mindset' that enables and empowers each individual to realise their learning potential and make the most of their skill. Every week pupils are rewarded for 'over and above' behaviours through our Recognition Boards, Postcards home and Top Table rewards.

Pupil effort and work is recognised through a variety of rewards in class and as a school. Star Stampers and House points are all used to encourage our children to do their best in all aspects of school life. Best work is celebrated at weekly assemblies.

All teachers have their own reward systems in class that allow personalisation and choice and contribute to creating a positive learning ethos within the classroom.

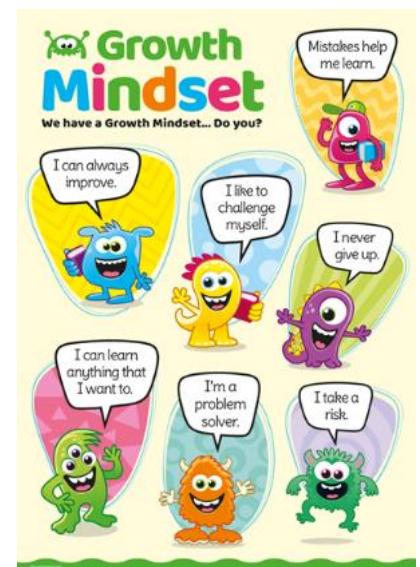


Image courtesy of Brainwaves.net

Delivering education in partnership with others.

We have a number of organisations that we partner and work with closely in order to ensure better outcomes for our pupils and their families.

Barnardos . We offer great support to parents and families through our partnership with Barnardos.
Active Schools support us through organising sporting events and clubs throughout the school year.
OPOP – Our Place Our Plan Ongoing support for families and involvement community projects
The Voice Project trains some of our children in singing and performing music.
Coerver School of Football – Offering specialised sporting sessions with all children.
Larkhall Baptist Church – Minister Ali and youth and children’s worker, Craig are our school chaplains. The church also offer family events.
Clyde Gateway – Intensive family support to help parents with life skills and bespoke training.
SLC Libraries organise visits for pupils
Our SLC School Learning Community offers a range of activities and transition events for pupils as well as supportive networks for staff.
West Partnership – offer training and support for teachers as well as live lessons for pupils on specific learning opportunities (anti-bullying, race and gender equality, science week, book week etc).

Nurture at Robert Smillie Memorial Primary

Rationale: The Importance of Nurture for the Development of Wellbeing

Good Health and wellbeing is fundamental to all people. As such, it is recognised by Curriculum for Excellence as being essential for good learning, for life skills and for personal fulfillment. At Robert Smillie, we believe that our practice must reflect the ‘Six Principles of Nurture’ to develop children’s emotional wellbeing and equip them with the necessary skills to face life’s challenges.

The Six Principles of Nurture Are:

- Children’s learning is understood developmentally
- The importance of Nurture for the development of Wellbeing
- All behaviour is communication
- The classroom offers a safe base
- Language is a vital means of communication
- The importance of transition in children’s lives

What we do

Training:

We aim to have all teachers, support staff and nursery staff trained in Nurture, so that they understand the principles of Nurture and are able to show this through high quality interactions with each other and with all children and young people. This begins with understanding that ***all children’s learning is understood developmentally.***

Positive Relationships and Behaviour

We aim to model positive relationships and behaviour in all we do whilst understanding that ***all behaviour is communication.*** This is reflected in the way we interact with each other and the attention that we give to positive behaviours. Our Behaviour Blueprint set out clear expectations for all.



School Rules	Visible Adult Consistencies	Over and Above Behaviours
Ready	Consistent modelling of positive behaviours by adults *	Exceptional contributions
Respectful	Adults will model Kindness	Acts of great kindness
Safe	Calm	Showing extra responsibility

*First attention will be given to best conduct

All actions, routines and responsibilities can be linked to one of our three rules. All adults will use language and phrases, that relate to the rules. One way we can do this is through ‘scripted interventions’

e.g. “....., I can see that you are not yet ready. I would like to see you get ready so that you can do your best work. Do you remember the last time I asked you to get ready? You did a great job and got ready really fast. That was great behaviour.....”

This allows us to maintain **classrooms as a safe base**.

Understanding that **language is a vital means of communication** is essential as we help children to discuss and explore their feelings. Consistent use of repeated and predictable language by adults helps children understand and to communicate effectively with each other and with adults.

The Importance of Transitions in Children’s Lives:

We pay particular attention to transitions. Big transitions, such as moving into P1 from Nursery, moving into new classes and from P7 to S1 are carefully planned and pupils are given time to prepare for these.

Transitions within school are equally important and we pay particular attention to them through maintaining consistent routines. Transition into school starts each day with positive contact first thing in the morning in the playground. Each day finishes with a well-managed transition to home.

4) Staff List

School Staff

School Senior Management Team

Mr R Peck

Ms. F McPherson

Mrs G Kelly

Head Teacher

Depute Head Teacher

Principal Teacher

Class Teachers:

P7 Mrs. Adams

P6 Ms Inglis
 P5 Mr Martin
 P4 Mrs Freeland (0.6) and Mrs. Hurst (0.4)
 P3/4 Mrs Cassie
 P2 Mrs Dick
 P1 Mrs.Quigley

Teachers Supporting Learning across the school:

Mrs Murphy Class Contact Cover teacher
 Mrs. Hurst Class cover teacher and supporting learning
 Mrs Kirkland (0.1) Specialist Support Teacher

Support Staff Team Leader

Mrs D Mackie

Support Assistant (office)

Mrs. Roebuck

Support Assistants

Mrs. MacDonald Mrs. Mackinnon Mrs. Owens Mrs Nelson
 Mrs Ramsey Ms Neilan Mrs Stokoe

Nursery Class Staff

RSMPS Nursery Class for 3 to 5 years	
Team Leader	L Finney
Early Years Worker	V White
Early Years Worker	L Young
Early Years Worker	A McMahon
Early Years Worker	C Donnelly
Early Years Worker	A Bett
EY Support Worker	S Hardy

Skylark ELC (2 yrs to 5 yrs)	
DHC (EY)	L Wallace
Support Staff (Office)	J Moore
Early Years Worker	D Campbell
Early Years Worker	N Cartwright
Early Years Worker	T Coburn
Early Years Worker 0.4 (Mon / Tues)	L Cunningham
Early Years Worker	E Duffin
Early Years Worker	M Gibson
Early Years Worker	H Hunter
Early Years Worker 0.6 (Wed to Fri)	M McLaren
Early Years Worker 0.8	C Spina
Early Years Worker	A Sommerville
Early Years Worker 0.6 (Tues - Thurs)	N Wardropper
Early Years Support Staff	Sophie Anderson
Early Years Support Staff	Courtney Wiseman

Facilities Management: Mr Wedlock

5. Attendance

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

Call the school office before school starts (9am) or at the earliest possible time.

If you know they have a hospital/dental appointment, please let us know in advance.

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

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

Emergency Information

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

Severe Weather Protocol

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

Communication

The Council's website, www.southlanarkshire.gov.uk, will provide updates on school closures or delays including further information about the next school day.

Parental Responsibilities

- Inform the school of any changes to your contact details.
- If unsure about the school's status, visit the website www.southlanarkshire.gov.uk or email education@southlanarkshire.gov.uk.

Your Commitments

We ask that you:

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

Family Holidays During Term Time

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

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

Encouraging School Attendance

We believe that regular school attendance is key to raising attainment and achievement. It's a shared responsibility among parents/carers and the school to emphasise the importance of attending school. For your convenience, school holiday dates and in-service dates can be found on the council's website: www.southlanarkshire.gov.uk.

6. Parental involvement/Parent Council

Parental Involvement

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

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

Parental Involvement/Parent Council

South Lanarkshire Council values parents as partners in their child's education and has published a strategy called 'Making a difference – working together to support children's learning', available on the Council's website: www.southlanarkshire.gov.uk/downloads/file/13457/parents_as_partners_-_strategy_2019

The Importance of Parental Involvement

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

Our Aims for Parents/Carers

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

Parent Forum and Parent Council

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

Getting Involved

- To learn more about becoming a parent helper or joining the Parent Council and/or Parent Teacher Association, contact the school or visit our website.

A guide on the role of a Parent Council, created by parents for parents, is available via this link [Parent Councils](#)

Parentzone Scotland

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

7) The Curriculum

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

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

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

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

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

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

Level	Stage
Early	The pre-school years and Primary 1 or later for some.
First	To the end of Primary 4, but earlier or later for some.
Second	To the end of Primary 7, but earlier or later for some.

Spiritual, social, moral and cultural values (religious observance)

Religious Observance (RO) takes place in school through school assemblies and events. Craig and Ali (School Chaplaincy) attend assemblies monthly, and their contribution to assembly is Religious Observance. This usually involves telling a Bible story, or a story with a moral and say a prayer. Seasonal topics such as Spring, Easter, Advent, Christmas, holidays etc are also themes that they use. When delivering RO, the chaplaincy team plan their input in line with Curriculum for Excellence. Delivery of RO is inclusive and allow children to participate and respond in their own way.

The Scottish Government considers that RO complements other aspects of a pupil's learning and is an important contribution to pupils' development. RO also has a role in promoting the ethos of a school by bringing pupils together and creating a sense of community.

Parents have the right to withdraw children from RO in line with national guidelines.

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

Robert Smillie Memorial Primary School

Our Curriculum Rationale

Our curriculum rationale is based on understanding our pupils, their needs and their learning, within the wider context of education, where the focus is on delivering equity for all pupils. Our school vision, values and aims come from this shared understanding and ensures that we have a strong identity and a positive school culture.

What makes Robert Smillie unique

Robert Smillie is a school where equity lies at the heart of what we want to achieve for our children. We are a school with very high number of 'Equity' pupils (93%) and 53% FME. Over 50% of our children have an additional support need, educational or health need. We also have a small cohort of pupils who are from the travelling community.

We have a strong school culture. We are a school that has always believed in addressing health and wellbeing needs of pupils first, to help each individual be ready to learn and make the most of their potential. We celebrate achievements and are true to our school values through 'Pivotal' practice, based round three simple school rules of Ready, Respect and Safe.

PEF funding is used to help us work towards achieving equity and reducing the cost of the school day for our families and providing additional support for pupils. Effective partnership working with many organisations and parents, to improve outcomes for our pupils, is an important feature of Robert Smillie.

The design of our curriculum

We have designed our curriculum to best meet the needs of all our children.

Health and Wellbeing is at the heart of what we do to ensure readiness for learning across the curriculum. We deliver our curriculum in a nurturing manner and within a positive climate of mutual respect. Staff are motivated to maintain the highest educational standards and expectations for all pupils.

Our Curriculum is designed with the four contexts for learning at it's heart. We have designed our curriculum to meet the needs of all our children as they develop essential skills in **curriculum areas and subjects** and through **interdisciplinary learning**., This takes place within the context of a strong **ethos and life of the school** and **opportunities for personal achievement**.

Here are some views of a few pupils at RSMP

I love doing art and PE – (AM-P7)

Our teachers make boring stuff fun! - (AN- P6)

I like Friday Fun and doing things like Izak9 (maths problem solving) (LM -P6)

Chrome books are good for things like Jamboard (SA-P7)

I'd say it is a great school – lots of kind people and we love making friends. (EP-P7)

I like doing maths and language games (AD -P7)

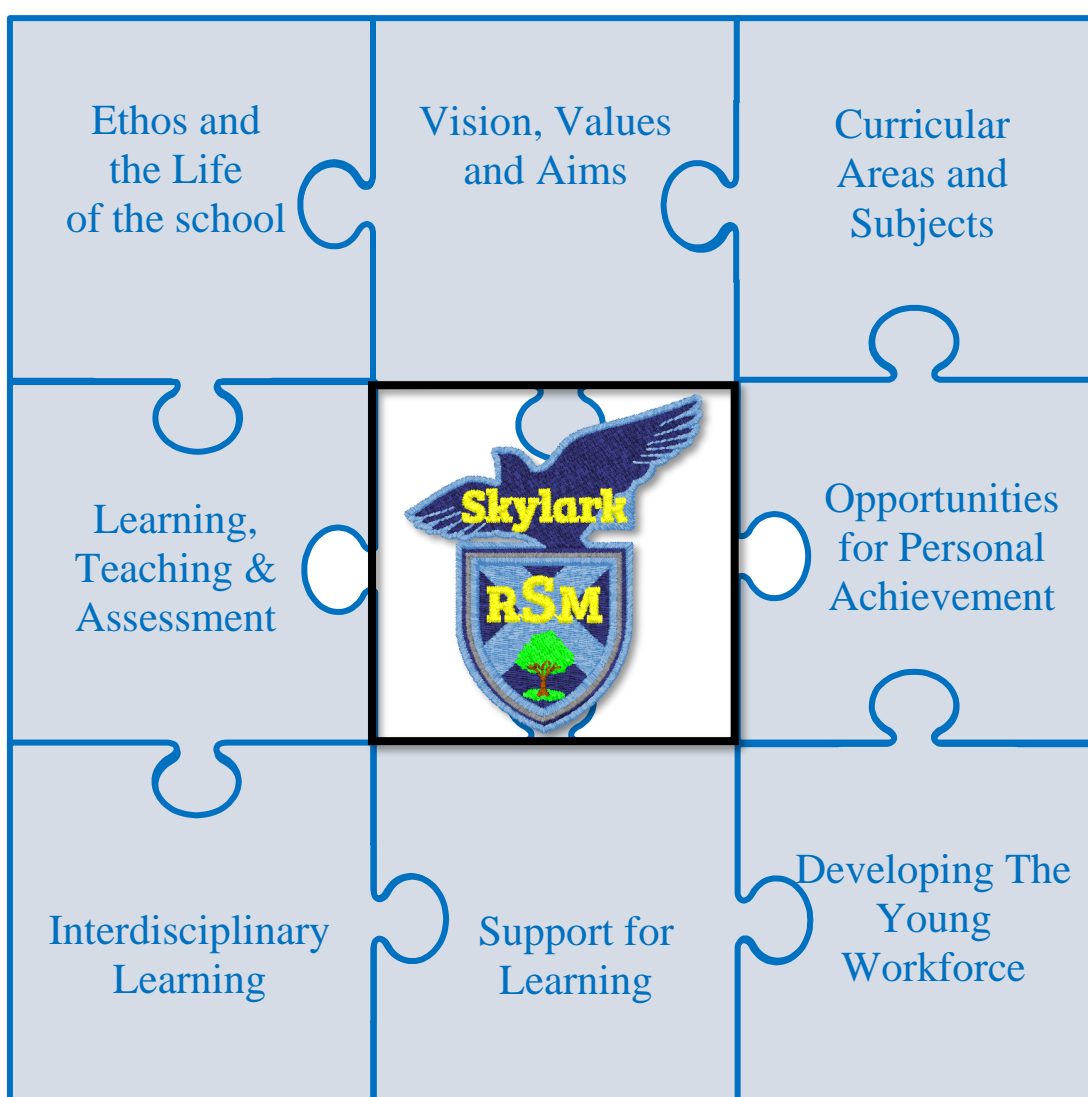
I like working with different people (AD/EP-P7)

We are good at being kind and being ready for anything. (SA-P7)

Our school is good at expressing different personalities and opinions. (EP-P7)

We are good at looking out for each other. (AN-P6)

Its one of the best schools and the teachers are mostly nice! NH P6



Our Vision:

Together, we learn, we grow

Our Values:

Respect, Achieving, Friendship, Positive, Learning

Our School Aims:

We aim

- to have better academic performance than schools of a similar demographic,
- to have pupil attainment at least in line with the national average.
- to give all children excellent opportunities to achieve and develop their skills across a broad curriculum.

We believe that positive relationships are at the heart of all we do at Robert Smillie.

We deliver our curriculum within a nurturing and positive climate of mutual respect.

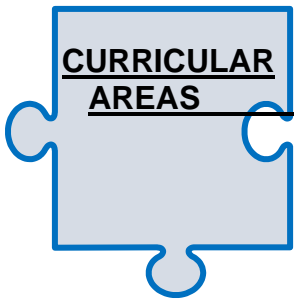
At Robert Smillie, we are very committed to providing a curriculum built on strong foundations. Our curriculum takes into account:

Positive Relationships and Behaviour Blueprint.

School Rules	Visible Adult Consistencies	Over and Above Behaviours
Ready	Consistent modelling of positive behaviours by adults *	Exceptional contributions
Respect	Adults will model Kindness and respectful behaviour	Acts of great kindness
Safe	Calm	Showing extra responsibility

*First attention will be given to best conduct

In line with our school value of POSITIVE, we offer incentives and rewards for pupils to celebrate their hard work, their achievements and their good citizenship.



Our learners experience a Broad General Education which includes the experiences and outcomes across eight curricular areas, progressing through the levels, as far as this is consistent with each pupil's learning needs and prior achievements. Progression planners are in place for all 8 curricular areas.

Health and Wellbeing, Literacy and Numeracy have been identified by both parents and staff as a core focus at RSMP. A strong grasp of Numeracy and Literacy skills alongside positive HWB provide a strong foundation on which pupils can build learning.

Pace and challenge are important factors in providing quality learning. We achieve this through planning, self-evaluation, assessment and our quality assurance processes. Each term we share pupil learning with parents in 'snapshot week'.

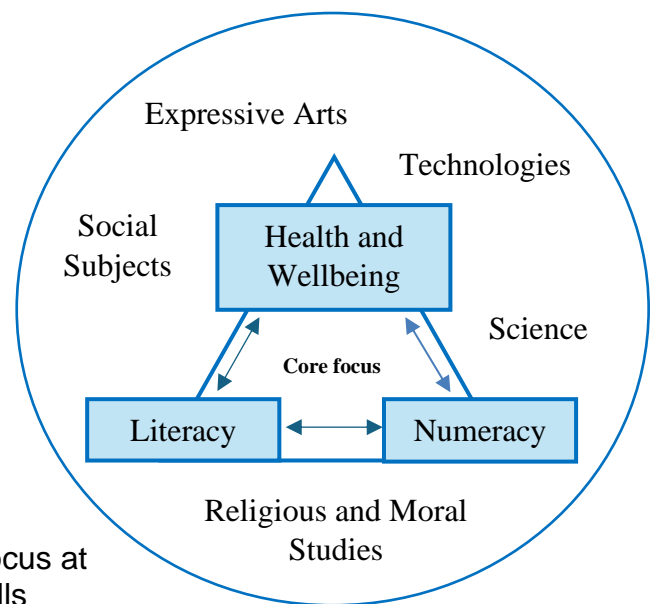
The eight curricular areas are delivered through a blend of discrete subject learning, cross curricular themes or topics and interdisciplinary opportunities, allowing pupils to develop as Successful Learners.

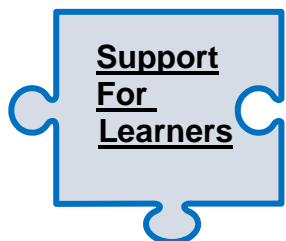
The planning of our teaching comes directly from CfE Experiences and Outcomes from which our learning Intentions and Success Criteria are created/shared. Our assessments are planned using the Benchmarks.

Prior knowledge and personal interests of pupils are taken into account in order to make learning relevant and enjoyable. Most importantly, we aim for pupils to understand what they are learning and why, and also how they can improve. A range of learning experiences, play-based learning, active learning, collaborative learning and enquiry is evident in the school.

We have a variety of teaching and learning resources which teachers use thoughtfully to ensure the learning taking place is progressive and challenging. The varied expertise and experience of class teachers is utilised. We promote the use of a digital technology across the curriculum. Our curriculum is designed to develop the whole child and to equip them with the skills, knowledge and attributes which they will need to adapt and thrive in the 21st century.

SUBJECTS (CONTEXT 1)





All learners are entitled to personalised support. This may be 'Universal Support', or 'Targeted' support. Below are some examples of both universal and targeted support that we use at Robert Smillie.

Universal Supports

Class teachers offer all the pupils in their class universal supports.

These include:

- Modelling of positive relationships with all pupils in line with our school values
- Learning experiences matched to the learner, based on robust, valid evidence
- Individual conversations with the child about their learning across the curriculum
- Conversations to support each young person's wellbeing and their social skills
- Opportunities for each child to reflect on their learning in all curricular areas
- Points where each child's interests and skills will be acknowledged recognised and celebrated
- Offering each child opportunities to develop skills for learning, life and work
- Celebrating achievements of the individual

Targeted Supports

At Robert Smillie, we use targeted supports for individuals and groups of children who have been identified as needing support in order to achieve their potential. We use strong, reliable evidence to identify specific learning needs.

Targeted supports include:

- Adapted programme of learning – use of alternative resources within the classroom
- Specific resources and programmes (including digital resources) to support a child's learning
- Enhanced adult support – support staff or teaching staff to give additional time to learners
- Health plans
- Individual support plans
- Working with partner agencies to support positive outcomes for individual children



We believe that our curriculum should offer the highest quality of learning experience to all children. There are many factors that effect this. High quality learning, teaching and assessment starts with Motivated and skilful staff who know each child very well.

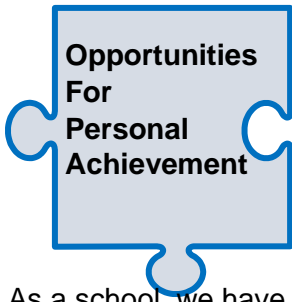
Through collaboration, self-evaluation, distributed leadership, collegiality, high quality assurance a commitment to career long professional learning teachers' skills are built and sustained.

We aim to provide a learning environment, where Nurturing principles are embedded, so that our pupils are given every opportunity to be ready to learn. Focused assessments and self-evaluation are used as tools to inform next steps.

Pupils are involved in the development of Learning Intentions and Success Criteria and take ownership of their learning with support from staff.

Teachers understand well that our pupils have a range of abilities, backgrounds and learning styles. We use a variety of approaches to ensure our curriculum is interesting, engaging, responsive and child centred.

We use a range of assessments, formative and summative to ensure sound judgements are made for every learner. Teacher professional judgements are moderated to ensure that they are validated and reliable.



We provide regular opportunities to celebrate pupils' personal achievements, including at our weekly assemblies where we celebrate both in and out-of- school achievements.

Every class has a 'Recognition of Achievement' board where we celebrate pupil achievements publicly and children are rewarded for their 'over and above' efforts.

As a school, we have used equity funding to increase sporting, cultural and artistic opportunities for all. We participate in a variety of sports events and competitions, musical concerts to give pupils an opportunity to stretch their skills.

Listed below are some of the ways we celebrate success and achievement

- Bronze / Silver / Gold Achievements shared at Assemblies
- Best work achievements at Assemblies
- Postcard home / Top Table for Recognition Board achievements
- Christmas/Summer Shows
- House Points / Counters
- Snapshot work shared with parents
- Parents' Meetings with teachers and parents



Learners need to be flexible and adaptable, with the capacity to develop needed skills for the challenges of life, learning and work.

At Robert Smillie Memoria Primary School our curriculum places **key emphasis on foundational skills of Numeracy and Literacy skills**. Our Health and Wellbeing programme focuses on the personal skills needed that enable individuals to be successful learners, responsible citizens, confident individuals and effective contributors.

In addition, we aim to support children to develop key skills in *communication, problem-solving, critical thinking, inquiry, investigation* and *social and personal awareness and interaction*. Philosophy with Children is a pedagogy used across all stages of the school to develop these skills.

We arrange annual Focus weeks and events to help develop all these skills:

- Enterprise week
- Scottish Week
- Finance Week
- Book Week Scotland

8) Assessment and tracking progress

All pupils have their progress assessed and tracked. Assessing pupils helps us to respond to the current learning needs of every child. We assess and track pupils' progress very carefully using a variety of tools and methods.

'Assessment practice will reinforce the curriculum and promote high quality learning and teaching approaches.'
BTC 5 (Education Scotland)

What we do at Robert Smillie

Right from the start of their educational journey, even in Nursery Class, teachers and staff are constantly interacting with children so they can make high quality professional judgements as to the learning needs of every individual. This informs not just the learning that each child needs to do next, but also the best way to deliver the teaching so as to build the pupil's skills.

This is what we call 'formative assessment' and it happens constantly in the school and nursery.

We also assess and track pupil learning through a wide range of specific assessment tasks and activities. Starting in Primary 1, we have a programme of specific assessments in Literacy and English, Maths and Numeracy and Health and Wellbeing. These are used to help confirm teacher professional judgement and ensure that our views of pupil standards is consistent with other educational professional across the whole of Scotland.

In 2017/2018 Scottish National Standardised Assessments were introduced and are implemented in P1, P4 and P7. These add to the wholistic assessment for each child.

Each year, we have 4 'snapshot weeks' where your child's learning in class will be sent home so that you can see the progress they are making in their learning. Parental and pupil feedback is an important part of the 'snapshot' week.

Assessment information is very informative and helps us to share your child's learning with you. We do this through arranged meetings as well as Parent Nights and School Reports.

More information on all of the above is available in the school. Please ask your child's teacher or a member of the school Senior Management Team.

9. Reporting

We will provide parents with annual reports so that you can see what your child is doing and how they are progressing. In addition, there will be parents' meetings which offer you the opportunity to discuss how your child's progressing and how you can contact the school if you wish further information. The school will offer you an appointment time so that you can visit in person to discuss your child's education.

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

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

10. Enrolment and Transitions

Enrolment – how to register your child for school.

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

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

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

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

Proof of where the child lives may also be needed.

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

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

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

Change of School/Placing Request

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

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

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

Transition from primary to secondary school

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

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

11 Support for Pupils

Getting it right for every child.

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

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

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

More information can be found on:
www.scotland.gov.uk/gettingitright

Support for All (Additional Support Needs)

All learners are entitled to personalised support.

This may be 'Universal Support', or 'Targeted' support.

Below are some examples of both universal and targeted support that we use at Robert Smillie.

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

Attachment Strategy for Education Resources

Attachment – what we do to support children and young people

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

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

What does it set out to do?

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

How can I find out more?

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

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

Whilst every child is well supported and encouraged through school, we follow a staged intervention approach that allows us to take a proportionate and measured approach to meeting children's needs. Additional resources are allocated according to availability and need.

Every child receives help, support and challenge with learning across the broad curriculum at school. The stages of intervention school

Staged Intervention level 1

The class teacher adjusts the curriculum so the resources used and the time needed ensure that a child can access learning. Allocation of classroom support assistants within a class helps to ensure that a child receives some additional support (by the teacher or by the support assistant).

Staged Intervention level 2

Additional, non-standard resources are used to better meet the needs of the child. Access to specialists from within education resources (such as the Specialist Support Teacher) can lead to enhanced support and help.

Staged Intervention level 3

A multi-agency approach is required to ensure that the child's needs are fully considered and that full access to learning can take place. We work with all other organisations, such as NHS departments (Speech and Language Therapy and Occupational Therapy) to ensure that the learning environment is suitable for children with particular and specified needs.

An alternative placement not in the child's base school can on occasion be required to meet a child's needs.

Staged Intervention level 4

Very occasionally a child will have an extreme specialist requirement. Placement in a specialist provision out-with the Local Authority is an option at this stage.

We like to track the support that we give our pupils to ensure that we are moving their learning forward proactively. For some children we do this using an Additional Support Plan. This document will be reviewed annually with parents' contributions recorded as part of the review process.

No pupils at Robert Smillie currently have Coordinated Support Plans.

In Robert Smillie, we use a number of resources to help meet the needs of our children. Below are some examples of these.

Stage of Intervention	Resource	Curricular Area	Particular Need
Level 1	Visual Timetable	For all learning tasks	For children who need to a visual command to see what to do next
Level 1	Spelling group with Support Staff	Literacy and English	For children who need a little extra practice to help them remember spelling patterns.
Level 1	Paired Reading	Literacy and English	For children who need a little extra practice to help them read fluently.
Level 1	Numicon	Maths and Numeracy	Reinforcing concrete understanding of early numeracy principles.
Level 2	Screening assessment	Literacy / Spelling	To help build a better profile for a learner experiencing further challenges in literacy.
Level 2	5 Minute box or Phonics Readers	Literacy / Reading	Children who have gaps in early phonological understanding.
Level 2	Emotional Literacy Group	Health and wellbeing	Developing greater empathy and understanding towards others.
Level 3	Nurture Supports	Health and Wellbeing – developing emotionally stronger children	Children who have experienced difficult and challenging experiences in their life.
Level 3	Speech and Language Therapy	Literacy and English	Helping children with social communication, developing understanding as well as articulation.
Level 3	CUSTTAD therapy	Health and Wellbeing	A form of play therapy to help children process the emotions of life.

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

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

Enquire – the Scottish advice service for additional support for learning. Enquire offers independent, confidential advice and information on additional support for learning through:

Phone Helpline: 0345 123 2303

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

Email Enquiry service: info@enquire.org.uk

Advice and information is also available at www.enquire.org.uk. Enquire provides a range of clear and easy-to-read guides and fact sheets including the parents' guide to additional support for learning.

12 School Improvement

Each year school staff set aside working time to reflect on our strengths and how we can further improve the service we offer to children and families. This agenda is shaped by national and local priorities set out by the Scottish Government and the Local Authority and agreed locally.

SCHOOL IMPROVEMENT

RMSPS 2024 / 2025

OUR PRIORITIES

1. Maths / Numeracy. Training staff in Maths Recovery
2. UNCRC - Children's Rights, linked to pupil leadership.
3. Peer Review - Work with 2 other schools to help us share and improve

MATHS RECOVERY

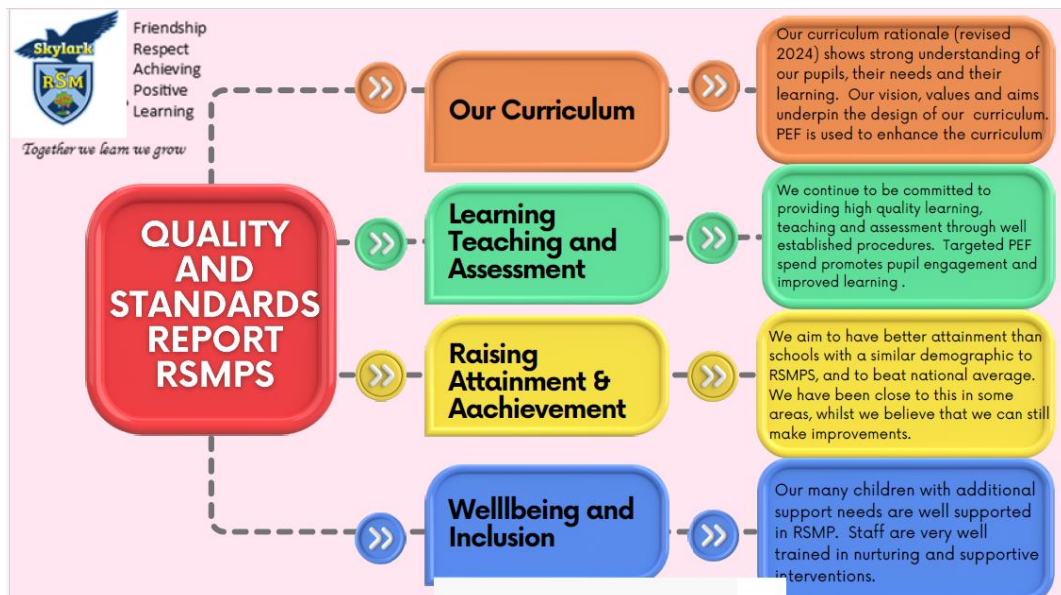
Over the last few years, pupil levels in maths have stayed around the same. We want to look at this teaching method to improve how we teach and improve pupil learning. Our journey starts with training 3 teachers and getting them to feed back to other staff!

UNCRC

Recent legislation has led us, and others, wanting to be more active in how we demonstrate a commitment to children's rights as well as teaching children to be responsible. Pupil Leadership is an important area for us to improve to do this.

PEER REVIEW

Robert Smillie teachers have been teamed with Lanark Primary and Kirkfieldbank Primary School. Together we will be looking at Pupil Voice and how we can improve engagement of our pupils in their learning.



13 School policies and practical information

School/Nursery Meals

Nursery classes –

All children attending a local authority nursery will be provided with a free lunch. In addition, if your child attends long mornings or afternoons e.g., over 4 hours 30 minutes they will be provided with a 'brunch' or 'afternoon tea'.

Nursery lunches and snacks are based on nutritional requirements from the NHS "Setting the Table" guidance.

Nursery age children will also receive milk and a healthy snack free of charge under the Milk and Healthy Snack scheme 2021. This will be provided by the establishment.

Primary pupils

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

All primary schools run a Breakfast service from 8.15am to 8.45am with pupils being offered a selection of toast, cereal or fruit along with a cup of milk.

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

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

Pupils in:

Primary 1 - 5 receive a free school lunch.

Primary 6 - 7 meal cost is £2.17

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

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

Adapted diets

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

Free School Meals

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

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

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

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

RSMP runs a breakfast club between 8.15am and 9am. All pupils are welcome to attend.

School uniform

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

In addition, the wearing of a uniform helps towards increasing the protection of all pupils. The wearing of a uniform helps staff and the pupils to distinguish between who belongs to the school and those who may be visitors. This enables staff to approach and identify visitors more readily and helps in trying to offer a safer environment for pupils and teachers alike.

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

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

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

Allergies

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

Health Care Plans

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

Mild Symptoms

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

Employee Training

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

Policy Adherence

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

Support for parent/carers

Clothing grant

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

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

School hours/holiday dates

Please see section 2 for school opening hours.

School holiday dates and in-service dates are available from the website www.southlanarkshire.gov.uk

Transport

School transport

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

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

More details on school transport can be found at the following link including the online application form: https://www.southlanarkshire.gov.uk/info/200186/primary_school_information/545/school_transport

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

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

A new application must be made each year.

More details on Privilege school transport may be found here:

https://www.southlanarkshire.gov.uk/info/200186/primary_school_information/784/privilege_transport_to_school

Pick-up points

Where school transport is provided it may be necessary for pupils to walk a certain distance to the vehicle pick-up point. Walking distance in total, including the distance from home to the pick-up point and from the drop-off point to the school in any one direction, will not exceed the authority's distance limit for school transport.

It should be noted that it is the parent's responsibility to ensure their child behaves in a safe and acceptable manner while travelling in, and alighting from, the vehicle. Misbehaviour can result in your child losing the right to school transport.

Parents are asked to note that South Lanarkshire Council does not provide transport for those pupils who attend school via a placing request.

Mainstream School Transport contact details:
e-mail: school_transport@southlanarkshire.gov.uk
tel: 0303 123 1023

Insurance for Pupils' Personal Effects

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

Theft/Loss of Personal Effects

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

Damage to Clothing

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

Child Protection

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

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

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

All staff have a responsibility to report any suspicions that a child has been abused or is at risk of harm, abuse, or neglect. Robust procedures and guidance are in place to support education staff to: -
be alert to signs that a child may be experiencing risks to their wellbeing,
report concerns to the head of establishment or the child protection coordinator without delay.
be actively engaged in support and protection and development of wellbeing.

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

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

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

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

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

Privacy Notice

Introduction

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

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

Using your personal information

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

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

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

parent/carer contact details (name, address, phone, email).

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

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

any information you may wish to provide about family circumstances.

Information we collect at other times.

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

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

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

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

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

Information that we collect from other sources.

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

exam results and assessment information.

information about health, wellbeing, or child protection.

Why do we need this information?

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

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

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

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

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

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

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

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

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

We will share your information with:

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

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

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

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

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

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

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

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

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

The Freedom of Information (Scotland) Act 2002

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

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

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

Freedom of Information Officer

Education Resources

South Lanarkshire Council

Council Offices, Almada Street,

Hamilton, ML3 0AA

Or email: foi.request@southlanarkshire.gov.uk

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

Appendix A

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

http://www.southlanarkshire.gov.uk/info/200186/primary_school_information/1264/curriculum_f_or_excellence/3

Additional Information

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

Parental Involvement

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

Parentzone provide information and resource for parents and Parent Councils
National Parent Forum for Scotland; www.npfs.org.uk

School Ethos

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

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

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

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

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

Curriculum

Information about how the curriculum is structured and curriculum planning.

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

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

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

Information on the Senior Phase

Information on Skills for learning, life, and work

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

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

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

Assessment and Reporting

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

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

Curriculum for Excellence factfile - Assessment and qualifications.

Information on recognising achievement, reporting, and profiling.

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

Transitions

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

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

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

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

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

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

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

Support for Pupils

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

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

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

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

School Improvement

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

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

Scottish Credit and Qualifications Framework (SCQF).

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

Amazing Things - information about youth awards in Scotland.

Information on how to access statistics relating to School Education.

School Policies and Practical Information

Some school policies can be found here <http://robertsmillieps.schoolwebsite.scot/resources>

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

School holidays

A full list of school holidays can be found on South Lanarkshire Council's website.

https://www.southlanarkshire.gov.uk/info/200140/education_and_learning/82/school_holidays/2