

Wellshot Primary School



**School Handbook
2023-2024**

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Welcome from the Head Teacher

I would like to welcome you and your child to our Wellshot family!

I hope that our handbook gives you an insight into the life of Wellshot Primary.

At Wellshot Primary School we believe that everyone learns best when they feel safe, happy and have good relationships with others.



Everything that we do in Wellshot Primary School is founded in 'The Six Principles of Nurture'...

- My classroom makes me feel safe
- I am learning to feel good on the inside
- I can tell you how I feel and what I need
- My behaviour is telling you something
- I learn in my own way
- I am learning to cope with change

Nurturing all our Wellshot pupils to reach their full potential is at the heart of all that we do.

Our school was last inspected by Education Scotland in February 2019. They reported that our vision and values were embedded in the school community and that our children were our best source of evidence. They acknowledged our inclusive ethos and the strong commitment of all staff to ensure quality relationships and that all children were achieving, happy and safe. They recognised that our Nurture Class was at the heart of the school and this ensured that the Nurture Principles were applied and embedded throughout the school.

We provide a Broad General Education in which the children receive experiences across all of the Experiences and Outcomes and their progress and attainment is tracked and monitored. We pride ourselves in the wide range of extra curricular activities provided.

We hope you are as excited about joining our Wellshot Family as we are at the prospect of meeting you and your family. We trust this will be the start of a strong partnership. At Wellshot we believe that partnerships are key in ensuring the very best of our children.

Please do not hesitate to contact myself if you have any questions or queries.

Best wishes

Mrs Jill Laing

Head Teacher email: headteacher@wellshot-pri.glasgow.sch.

School Vision, Values and Aims

Our vision at Wellshot Primary School is a **FAMILY**.

Fair and Fun
Achievement for all
Mutual Respect
Inclusive
Learning is challenging
You are nurtured and safe

Our Vision and Values have been established since 2013 and this year we are looking to refresh our vision and values in consultation with our school community. We look forward to updating you on our progress!

We believe the Core Values to be essential for children to be responsible, successful, independent and effective in life. The Core Values underpin all experiences we aim to offer in school.

Our **Core Values** are listed below:

Trust



Happiness



Co-operation



Respect



Friendship



The school aims to continue to raise standards through high expectations which are consistent and embedded and to ensure that the quality of learning and teaching is of the highest standard. Children will be consulted in their learning and will be equipped with the skills, knowledge and personal qualities needed for life and world of work. Outcomes for all learners will be in line with National and Local Priorities and Curriculum for Excellence. The school will also aim to offer a learning environment in which staff are supported, consulted, challenged, motivated and teaching will be of the highest standard.

This will be achieved by:

- A Broad General Education
- Self-evaluation
- Looking at Learning - Learning as Core Business
- Tracking & Monitoring
- Moderation within the establishment and across the Learning Community
- Children's self and peer evaluation and Collaborative planning and policy making
- Sharing Good Practice within and out with the establishment
- Relevant Staff CPD
- Links with the local and wider community
- Celebrating achievement and wider achievement

School Information

You can cut out the following information and have it on your fridge, purse, wallet or work desk etc. for ease of finding the numbers required.

Contact Details:

Wellshot Primary School
285 Wellshot Road
Glasgow
G32 7QD
Phone: 0141 778 1091



Email: headteacher@wellshot-pri.glasgow.sch.uk

Background information:

- Co-educational school
- Non-denominational
- Stages taught: P1-P7
- Current Roll: 338
- Capacity: 457

The school is a Victorian red sandstone building with 3 floors in the main block. The hall, in the central area of the main block, is used for whole school gatherings as well as other activities such as school plays and evening functions. There is also a large gymnasium on the ground floor. The classrooms open round the perimeters of each floor. The school was re-furbished 6 years ago and is still looking good!

School staff

A full list is available on the school website and parents/carers will be updated on any changes as required.

The leadership team is as follows:



Head teacher: Mrs Jill Laing



Depute Head teacher: Mrs Karen Beach



Depute Head Teacher: Mr Adrian Urquhart

Enrolment

Registration of Primary 1 children takes place in November and is advertised widely in local press etc. Prospective parents are welcome to visit the school and should contact the school office. Enrol is now conducted online – see the link below.

Families living out with the catchment area are welcome to make a placing request to attend Glasgow Primary School but must enrol their child online as a first step.

Further information is available using the following
<https://www.glasgow.gov.uk/index.aspx?articleid=18426>

If you require support with this application please contact the school. We are happy to help you.

Mrs Beach our Depute Head Teacher is responsible for the Primary One enrolments and transitions.

Prospective parents/carers who would like further information about the school are encouraged to contact our school office 0141 778 1091.

A full Induction Calendar for new Primary One's starts from April-June

The following guidelines set by the Scottish Government apply to classes

P1 - Maximum of 25 pupils

P2 & 3 – Maximum of 30 pupils

P4-P7 – Maximum of 33 pupils

Composite classes – Maximum 25 pupils

Composite classes have pupils from more than one stage

Our classes are as follows:-

Miss R Southern	P1a
Ms M Hill/Mrs H Lowing	P1b
Ms C Yule	P2a
Miss C MacFarlane	P2b
Mrs L Di Pasquale	P3a
Miss S King	P3b
Miss H Leinster	P4a
Mrs E Lowe	P4b
Ms Fitzsimmons/Mrs S Blaney	P5a
Mrs F Henderson	P5b
Mrs I Netten	P6
Ms N Dineley/Mr P Hardie	P6
Ms P Dennis/Mrs A Butler	P7
Mr C Steele	P7
Mr G McKie	Nurture Teacher
Mrs B Conway	EAL Teacher
Mrs A Carberry (CDO)	

SUPPORT STAFF

Mrs M Murray	Senior Clerical Assistant
Miss L Clark	Clerical Assistant
Ms M Campbell	SFLW
Ms M McVey	SFLW
Miss D Campbell	SFLW
Mrs M Nicol	SFLW
Mrs A Cowan	SFLW
Mrs A Keane	SFLW
Mrs L Holt (Support for Learning Worker – Nurture Class)	
Mr F Harrison	Janitor

The School Day

Soft start at 8.50

Morning session	09.00 -10.30
Interval	10.30 - 10.45
Morning session	10.45 - 12.15
Lunch	12.15 - 13.00
Afternoon session	13.00 - 15.00

P1 children will remain in school until 15.00 from the first day of term.

School Holidays 2022-2023

Details of holiday dates are available on the Glasgow City Council website: schools and Learning: school term dates

<https://www.glasgow.gov.uk/index.aspx?articleid=17024>

Pupil Absence

Within Wellshot Primary School good attendance is encouraged at all times and children are rewarded accordingly.

Parents are asked to advise if their son or daughter is going to be absent. This should be done as early as possible on the first day of absence. If the young person is going to be absent for some time, it would be helpful to know at the earliest opportunity.

The school uses daily text messaging to inform parents and carers of absence if no contact is made. All unexplained absences are investigated by the school and appropriate action taken.

All calls must be made to the Pupil Absence Reporting Line on 0141 287 0039. The line is open between 08.00-15.30 Monday to Friday.

Alternatively, you can use the online form on the Glasgow City Council website: <https://www.glasgow.gov.uk/index.aspx?articleid=18832>

Medical & Healthcare

The school nurse visits at various times during the year for routine health checks, vaccinations and medical examinations. Parents are kept informed by letter.

If a child becomes ill during the course of the school day, he/she may require to be sent home. Please ensure that you keep the school informed of all contact details.

Parents should inform the school of any medical requirements relating to their child. If a child requires medication during the school day, parents must complete the appropriate medical form. This is available on request from the school office.

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 our closure or re-opening by using letters, texts and the local media etc.

School Uniform

The school uniform is:

- Pale Blue/yellow shirt
- Pale Blue or yellow polo shirt
- Navy blue Sweatshirt or Cardigan
- P7's wear a Red Sweatshirt or Cardigan
- School tie
- Navy blue trousers
- Navy blue skirt/pinafore



Sweatshirts, cardigans, polo shirts, school jackets and ties with the school logo are available for purchase at the school office.

Our uniform was agreed in consultation with pupils and parents.

It is expected that all children attending Wellshot Primary School will adhere to this dress code.

PE Kit

It is important that pupils come prepared to learn and for PE this requires appropriate clothing. **All jewellery should be removed.** Pupils who are not participating in PE must have a note or a medical certificate. Pupils who are unable to participate in practical PE should still bring their kit to allow them to assist in the lesson by refereeing, keeping scores or assisting with the distribution of equipment. This ensures that they are still able to take part in some way in the work of the class and do not miss out on the knowledge and understanding of the course.

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

- Potentially encourage factions (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, jewellery)
- Could cause damage to flooring
- Carry advertising particularly for alcohol or tobacco
- Could be used to inflict damage on other pupils

Clothing & Footwear Grants

Parents/Carers receiving Income Support, Job Seekers Allowance (Income Based), Working Tax Credit (check link below for thresholds), Housing Benefit, Council Tax Benefit or Universal Credit (check link below for thresholds) will normally be entitled to monetary grants for footwear and clothing for their children.

Information and application forms may be obtained from schools and at <https://www.glasgow.gov.uk/index.aspx?articleid=17885>

School meals

Our school provides a lunch service which offers a variety of meals and snacks. Medical diets for children can be provided.

Children who prefer to bring packed lunches will be accommodated in a suitable area.

All children in P1-5 are entitled to a free school meal. However, this does not entitle them to a free breakfast. To receive a free breakfast, you must meet the criteria below and apply accordingly.

If you plan to send your child/children to breakfast club, you should inform the staff of any medical dietary requirements.

Children and young people of parents/carers receiving Income Support, income-based Job Seekers Allowance, Working Tax Credit (check link below for thresholds), Child Tax Credit only (check link below for thresholds), Universal Credit (check link below for thresholds) 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 at <https://www.glasgow.gov.uk/index.aspx?articleid=17885>

Transport

The education authority has a policy of providing free transport to all pupils who live out with a certain radius from their local school by the recognised shortest walking route.

This means that the provision of transport could be reviewed at any time. Parents/Carers who consider they are eligible can apply online at <https://www.glasgow.gov.uk/index.aspx?articleid=17882>

Transfer from Primary to Secondary School

Children and young people normally transfer between the ages of 11 ½ and 12 ½, so that they will have the opportunity to complete at least 4 years of secondary education.

Parents and carers will be informed of the school arrangements no later than December of Primary 7.

Mr Adrian Urquhart, DHT is responsible for primary to secondary transition. Please contact him if you require any information on this subject.

Children from our school normally transfer to:

Eastbank Academy
26 Academy Street
Glasgow
G32 9AA
Phone: 0141 582 0080
Email: headteacher@eastbankacademy.glasgow.sch.uk
www.eastbankacademy.glasgow.sch.uk

Eastbank Academy School staff work with our pupils from Primary 6 onward to prepare them for the transfer to secondary school.

Transition for pupils with additional support needs also begin early in Primary 6. Please contact our Additional Support Needs Co-ordinator – Mrs Karen Beach if you have any concerns.



Communication with Parents

At Wellshot Primary School we use a variety of ways to keep in touch.

Open Door Policy – the senior leadership team are available for all parents and carers at any time providing they are not teaching or in another meeting. Please phone for an appointment.

Newsletters – will be sent out on a regular basis to keep parents informed about the work of the school through Groupcall.

Curricular Newsletters – will be sent out at the start of each term to keep parents/carers informed about the learning taking place in each class.

Letters – further information which requires a response may be sent out in letter form.

School App – Our school app is available to download, giving you all the information you need straight to your phone

X formerly known as Twitter– will contain a great deal of information about the school. It is a good idea to check this regularly.

<https://www.glasgow.gov.uk/index.aspx?articleid=17359>

E-Mail – all communication to parents will be by email. It is important that you keep your e-mail address up to date.

Text messaging – You may also receive text reminders about events/school closures etc.

Meetings - Parents and carers are welcome in the school to discuss any aspect of their child's development and progress. To avoid disappointment, it is advisable to make an appointment. There are various opportunities throughout the year when parents can discuss their child's progress with the class teacher and view the child's work.

Parents and carers are welcome at other events throughout the school year e.g. workshops, information evenings, class performances, religious and other assemblies. The school newsletter and website will keep you informed.

Reporting Progress – Parents and carers are welcome to request a telephone call or a meeting in the school to discuss any aspect of their child’s development and progress. In December an interim report will be issued. In June an annual written report will be issued. We will also hold two Parent/Carer evenings twice a year, in term 1 and term 4, where you have the opportunity to discuss your child’s progress with the class teacher.

The school newsletters, curricular newsletters and the school website will keep you informed of all that is happening at the school.

Emergency Contact Information

At the start of each school session, parents will be issued with the annual data check form. Please ensure that this is completed and returned to the school. It is also important that you let us know if there are changes to your telephone number(s) or to those of your emergency contacts throughout the year.

Data Protection – use of information about children and parents/carers

We collect information about children attending school (and also about parents/carers, emergency contacts etc. provided in the annual data check) to allow us to carry out the Council’s functions as the education authority for the City of Glasgow. This may sometimes involve releasing personal information to other agencies and other parts of the Council, particularly in relation to child protection issues or criminal investigations, and it may also be used for research purposes (see the link below for more details regarding this).

Information held by the school is, in legal terms, processed by Glasgow City Council. The Council is registered as a data controller under the Data Protection Act 2018 and all personal data is treated as confidential and used only in accordance with the Data Protection Act, the General Data Protection Regulations, and the Information Use and Privacy Policy approved by the City Council. For more information on how we use personal information, or to see a copy of the Information Use and Privacy Policy, see <https://www.glasgow.gov.uk/index.aspx?articleid=18010> .

Education specific privacy statements can be accessed at <https://www.glasgow.gov.uk/index.aspx?articleid=22069> .

Appointments during school hours

If your child has an unavoidable appointment, please give them a letter for their class teacher and then collect them from the school office at the specified time.

Comments & Complaints

In Wellshot Primary School we aim to have positive relationships across our school community. However, if you have a comment or complaint about any aspect of school life, please contact the Headteacher in the first instance.

Glasgow City Council complaints procedures are available :

<https://www.glasgow.gov.uk/index.aspx?articleid=16133>

Customer Care Team
Customer & Business Services
Glasgow City Council
City Chambers
Glasgow G2 1DU

Tel: 0141 287 0900

e-mail: customercare@glasgow.gov.uk or education.customercare@glasgow.gov.uk

The above website also includes information on data protection and freedom of information.

Curriculum

Curriculum for Excellence 3-18

Curriculum for Excellence has been introduced to raise standards of learning and teaching for all 3 to 18 year olds. It aims to help prepare children and young people with the knowledge and skills they need in a fast changing world. As part of Curriculum for Excellence all children from pre-school to the end of S3 will receive a rounded education known as a Broad General Education(BGE). Curriculum for Excellence is all about bringing real life into the classroom and taking lessons beyond it.

Through the experiences we provide at Wellshot Primary School we want our children to become Successful Learners, Confident Individuals, Responsible Citizens and Effective Contributors. We are committed to providing children with a broad general education and focus on eight curriculum areas.

Expressive Arts	Health & Wellbeing	Languages	Mathematics
Religious & Moral	Sciences	Social Studies	Technologies

Progress in learning is indicated through curriculum levels as detailed below.

Level	Stage
Early	The pre-school years and P1 or later
First	To the end of P4, but earlier or later for some
Second	To the end of P7, but earlier or later for some
Third & Fourth	S1-S3, but earlier for some

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.

Children will learn to express themselves in different ways and be creative.

In addition, they will develop an appreciation of aesthetic and cultural values, identities

and ideas through:

- Art and Design
- Dance
- Drama
- Music – We are part of the Create 4 East partnership where all our children from P1-P4 learn to play either a violin, a viola or a cello and children in Primary 5-7 have the opportunity to continue their tuition. There are also opportunities for brass tuition too in P5-7.



Health and Wellbeing:

Learning in health and wellbeing ensures that children and young people develop the knowledge, understanding and skills which they need now and in the future to help them with their physical, emotional and social wellbeing. Within a Curriculum for Excellence there is a greater emphasis placed on health and wellbeing, recognising the need for children to develop positive, informed attitudes to taking care of themselves. It includes children being active, eating healthily, emotionally resilient and able to make informed choices. As part of this we don't allow children to bring fizzy drinks into school and encourage pupils to bring healthy snacks into school, no sweets, biscuits, chocolate or cake are permitted during the week. We encourage our pupils to be as active as possible at playtime. Each class also has a minimum of two hours of P.E. per week. We utilise the Scottish Government's Relationship, Sexual Health and Parenthood programme. Information about this is given to parents/carers at P1 Induction Days and well in advance of lessons being taught. The materials are available online for parents/carers to view.



Any parent/carer who wishes to discuss this programme should contact our Senior leadership team.

Science:

Science and its practical application in healthcare and industry is central to our economic future, for our health and wellbeing as individuals and as a society. Through the study of science, children will experience the opportunity to investigate their environment by observing, exploring, investigating and recording. They will be helped to recognise the impact science makes on their lives, on lives of others, on the environment and on culture. The science outcomes are in seven areas, although there will be inter connections between them.

- Planet Earth
- Forces, electricity and waves
- Biological Systems
- Materials
- Topical Science

Skills, knowledge and understanding will be developed progressively through all of these areas.

Social Studies:

Through social studies, children and young people develop their understanding of the world by learning about other people and places both past and present, societies, their beliefs and values. This area of the curriculum involves the children learning about the world in which they live. Within Social Studies children learn about and acquire skills under the following headings: People past events and societies, People in society, economy and business, People place and the environment. We provide our pupils with a wide variety of activities to teach the various skills. While children are engaged in their topics, visits are paid to places to enhance experiential learning such as libraries, the local health centre, churches, mosques, police station, fire station, local parks, museums, Science Centre and theatres.



Enterprise Education is a strong feature of the school. This involves the children in taking responsibility for fundraising, organising an event or providing a service. This ensures that children learn important skills for life and truly understand the value of working with others.

Religious and Moral Education:

Religious and moral education includes learning about Christianity, Islam and other world religions, and supports the development of beliefs and values.

At Wellshot Primary we wish to develop in the children:

*A knowledge and understanding of Christianity and other major world religions and to recognise religion as an important expression of human experience.

*An appreciation of moral values such as honesty, liberty, justice fairness and concern for others.

*Life skills to enable our children to participate effectively and safely in society. We also seek to develop certain positive attitudes in the children, e.g. loving and caring for all living creatures, tolerance, respect, consideration etc.

Literacy and English

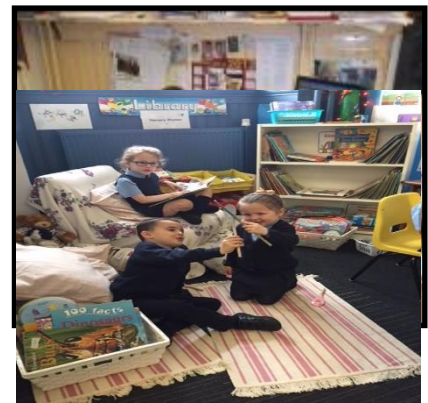
Reading:

Reading is a critical tool for lifelong learning and our main aims are to encourage and teach children to read fluently with expression and understanding and to develop a love for books. We use the PM Benchmark tool to assess each child's individual level of fluency and understanding.

The children then choose a book to match their personal level of ability. The children bring this book home to read with parents/carers and discuss the content. In class, during daily enhanced reading sessions, the children read to peers and ask/answer questions about their text and the text of others. The children's progress is assessed by the class teacher and they move levels appropriately.

Daily personal reading is encouraged in class.

Reading skills taught are also assessed in other areas of the curriculum.



Phonics and Spelling

The earliest stages of reading focus on learning the letter names and sounds. We use the Ruth Miskin and Pie Corbett programme to support children with this learning.

Prim Ed spelling workbooks also support the learning of phonics and the common words. This approach also expects pupils to be able to read, write and spell a 2000 common words in the English language by the end of Primary 7.

Writing:

Writing skills include handwriting and creative writing.

In handwriting we use the Gourdie scheme. In creative writing there are two areas: fiction

and non-fiction. Here are some types of writing in each area:

Non-Fiction

Persuasive

Report

Procedural

Explanation

Discursive

Fiction

imaginative

Poetry

Play scripts

Personal



In developing a child's writing we aim to develop:

- A legible, fluent handwriting style and the skills to word process.
- Accuracy in spelling, punctuation and grammar.
- The ability to convey meaning.
- Knowledge and understanding of writing for different purposes in a variety of contexts.

TALKING AND LISTENING:

We encourage children to express themselves confidently in the spoken word by creating opportunities in drama, discussion, story-telling, games, poetry, speech making and listening skills. We use a variety of resources.

Languages: Knowing other languages and understanding other cultures is a 21st century skill set for students as they prepare to live and work in a global society.



MODERN LANGUAGES IN THE PRIMARY SCHOOL:

In Wellshot Primary most of our teachers are qualified to teach French as a Foreign language. Teaching French begins informally in P1-P3 then more formally in P4-P7. We also teach children Makaton sign language. Other languages are introduced at assemblies.

Mathematics and Numeracy:

Mathematics equips us with the skills we need to interpret and analyse information, simplify and solve problems, assess risk and make informed decisions. We follow national and authority guidance in mathematics and problem solving. From P1-7 we take an active approach to learning in maths using a variety of resources. 'Glasgow Counts' underpins all our teaching to ensure pupils have a deep conceptual understanding. Pupils are able to share their thinking using concrete materials, pictorially and abstractly. Skills are developed, practised and consolidated with opportunities for pupils to apply their skills in real life contexts and across the curriculum.



Children are taught how to use a calculator properly and computers; maths games and equipment such as the "Bee Bots" are all given their place in the mathematics timetable. Problem solving begins right from Primary 1 and all pupils are involved in weekly maths challenges.



Children are also shown how to collect, organise, display and interpret information from graphs and databases even from the earliest stages in the school. Information Handling is completed in a very practical manner, often linked to other areas of the curriculum, especially Social Studies, thematic learning and ICT.

Technologies:

The range of subjects in technical education has changed significantly over the last two decades and now includes craft, design, graphics, food and textiles. The technologies provide frequent opportunity for active learning in creative and work related contexts. Children will develop an understanding of technologies and their impact on society. They will also develop confidence and skill in the use of these technologies to create, present and record their own ideas and materials. Our digital technologies programme of study develops discrete skills in emailing, word processing, graphics coding and information handling from P1-P7. This is done in class using i-Pads. Primary 7 pupils all have their own individual i-Pad to support their learning. P6 and P5 will soon be joining them and having their own i-Pads. Primary 1-4 have a group set of i-Pads.

The use of a range of technology, including cameras, green screen, i-Pads, laptops and interactive SMART boards further supports learning and teaching across the curriculum. In addition, access to a wide range of software and the World Wide Web enhances and motivates both independent and collaborative learning.

ACTIVE CITIZENSHIP: A Key Capacity for Life

In addition to the development of pupil's academic, social and aesthetic skills, the school places much importance on developing our pupils as Active Citizens (incorporating Education for Citizenship and PSD). This is important because every society needs people who can contribute effectively, in a variety of ways, to the future health, wealth and success of communities and the environment, locally, nationally and globally. Our pupils must be regarded as citizens today rather than citizens in waiting.



Through Active Citizenship we will help develop children as citizens by providing them with opportunities to:

- Participate in decision making
- Be part of a school committee
- Participate actively in relevant learning experiences across the curriculum
- Learn to make connections between different areas of study through cross-curricular experiences relevant to Active Citizenship
- Understand, participate in and contribute to the life of communities to which they belong
- Develop the capacity for self-regulation
- Develop knowledge and understanding of community faiths and values

This curricular area is where our strong and shared value system is formally promoted. These underpin every aspect of school life and will be key in fostering active and responsible citizens. We work hard to maintain a culture in which these values are both evident and nurtured. Key areas of focus will include Global Citizenship, Living Values, Personal and Social Development. Key themes, which will permeate programme content, are: Anti Bullying, Anti-Racism, Anti Sectarianism, Equality of Opportunity and Environmental

Issues. Active Citizenship does not stand on its own; it is part and parcel of every area of study and of all teaching and learning, in both the hidden and formal, curriculum. Examples of active citizenship are found in various groups led by pupils. In addition to the

Pupil Council, there is the **Eco School Committee**, the **Fair Trade Committee**, our **Language and Communication Establishment Champions**, **Pupil Voice Champions**, **Buddies**, **wellbeing committee**, **monitors** and **Junior Road Safety Officers**.

A principle aim of each group is to make our community – local or global – a safer, better and healthier place for its citizens. The Eco School Committee gained a seventh Green Flag recently.

Useful websites

www.curriculumforexcellencescotland.gov.uk

www.educationscotland.gov.uk/parentzone/index.asp

Religious Observance

Religious and moral education: Religious and moral education includes learning about Christianity, Islam and other world religions, and supports and development of beliefs and values. Harvest, Easter and Christmas are celebrated with a whole school assembly. Parents have the right to withdraw their child from religious observance and should inform the school in writing.

In addition, parents and carers from religions other than Christianity may request that their children may 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 up to 3 occasions in any 1 school session.

Extra Curricular Activities

Through the school year we offer a wide range of activities to different year groups which extend the learning experience. These included tennis, athletics, dance and football.

Our Rise and Shine Club runs every morning from 8.30-8.50 and includes activities such as yoga, tiktok dancing, ropes and hoops, assault course and shoot the hoop.

We have good links with community organisations and our Active Schools Co-ordinator, Maureen McCormack is vital for the success of these programmes. Primary 7 go on a residential week. This is an extremely popular trip which enables pupils to build their confidence and skills in a number of outdoor activities. It is also a wonderful opportunity to further develop relationships with staff and with each other.

Throughout the year children have a number of educational trips and visits to complement



their studies in class and enhance experiential learning. Visits are planned in advance and we always take particular care when risk assessing venues. Management Circular 48 provides clear guidance to managers about taking children on trips out with the school. Should you have any concerns about a trip please do not hesitate to contact the school.

Assessment & Reporting

Assessment is a way of collecting information allowing teachers, pupils and staff to measure pupil progress. Assessment in Wellshot Primary is integrated into the planning process: in the teaching; in summarising success and progress and in providing useful feedback. Assessment measures the success of learning, teaching and pupil achievement and informs the next steps for learning. It is continuous throughout the year and is important in ensuring that each child receives the education suited to his/her own individual needs. The teachers assess through observation of normal daily work and regular assignments. The Senior Leadership Team monitor assessment through learning conversations with children, class visits, planning and tracking progress meetings with teachers.

We aim to use assessment in many ways:

To recognise success and achievement

- To support learning
- To provide feedback to pupils and parents
- To encourage high expectations of all pupils
- To provide information to measure attainment throughout the school
- To provide evidence to inform the next steps in learning

We also use diagnostic testing for maths and language to help us plan suitable programmes of work. The progress of each child will be carefully monitored and recorded. Parents are given several opportunities during the school session to discuss their child's development. A written Interim Report is issued in November and an annual written report

is sent home in June each year. Confidentiality of reports and records is respected. If you have any concerns about your child's progress at any time in the year, do not hesitate

to contact the school.

Pupil Profiles

Every child leaving primary school in Scotland has their key achievements in school, at home and in the community documented within a P7 profile. The content of the profile is decided by the young person. The profile is a positive record of their achievements and emphasises their strengths. The profile provides a valuable way for learners to share valuable information about their achievements with their parents and teachers in secondary school.

Support for Pupils

The school has a duty to ensure that all pupils have equal access to the curriculum, with appropriate support for their needs if required. This applies to the content of lessons, teaching strategies and minor adaptations to the school environment. There are a wide range of factors which may act as a barrier to learning. We are committed to working closely with parents and carers to ensure that they are fully involved in any decisions about support for their children's needs.

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

Further information relating to additional support needs is available on the Glasgow City Council website at <https://www.glasgow.gov.uk/index.aspx?articleid=18941>

Information on the Glasgow City Councils' Parental Involvement Strategy can also be found at <https://www.glasgow.gov.uk/index.aspx?articleid=17870>

The vast majority of Scotland's children and young people get the love and support they need from within their families and their wider, local communities. But even the most loving and caring families can sometimes need extra support. The GIRFEC approach aims to make it as easy as possible for any child or young person (and their parents) to get that help or support when they need it.

The school has a duty to ensure that all our pupils 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 pupils 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 children.

This will involve, for example, relocating the venue for parents/carers meetings to facilitate equal access; provision of an interpreter for deaf people; agreeing a phone contact system to provide direct feedback to parents and carers. We believe our procedures for children with additional support needs are excellent.

Children may need help/support at any time during their school career and teachers liaise very closely with the senior leadership team on this issue. This of course includes the very able child who needs the curriculum to be challenging and exciting.

Physical access:

There have been a number of reasonable adjustments made to our building in accordance



with the approved Accessibility Strategy published in 2009. There is a ramp and handrails at all entrances to the school.

Communication:

Any parent who has a disability can be given equal access to parent/teacher meetings and parent forums – please call the school in advance and we will be happy to make the necessary arrangements. We can also provide an interpreter for parents/carers who have English as a second language.

English as an Additional Language

Support is available for pupils for whom English is an additional language. We make regular use of Glasgow City Council's Interpretation Service to strengthen communication with home and school. We are fortunate to have Belinda Conway a specialist English as a Second Language teacher who supports children 3 days per week.

Curriculum:

The school takes a proactive approach to address appropriate differentiation of the curriculum. The first and essential source of this support is the class teacher who, based on the knowledge of and relationships with the child, carries the primary responsibility in this area. Mrs Karen Beach Acting Head Teacher has the overall responsibility for additional support for learning throughout the school. Monitoring of Additional Support Plans takes place on a termly basis. Parents are kept fully involved in this process.

If any parent wishes to raise a specific matter with us, please do not hesitate to contact our Additional Support Coordinator, Mrs Karen Beach Acting Head Teacher.

Staff Development:

Staff are kept fully briefed on issues such as the supporting inclusion document and disability awareness. The Senior Leadership Team carries out the training during inset days or regular staff meetings.

There are a number of organisations which provide advice, further information and support

to parents/carers of children and young people with additional support needs. These organisations are identified under The Additional Support for Learning Amendment Order

2011 as:

- Children in Scotland: Working for Children and their families
- Scottish Independent Advocacy Alliance
- Scottish Child Law Centre

Nurturing City

The Glasgow City Council vision 'towards the nurturing city', puts building positive, trusting relationships at the core of our work. We ensure children, young people and families feel they belong, they are listened to and they are valued by embedding the principles of nurture across our early years, primary and secondary establishments. Staff are trained in attachment and nurture which deepens understanding of child development and enhances effective practice by responding to the needs of all children and young people in a consistent and caring way. Nurture is a universal approach which builds resilience, helping to reduce the impact of adversity. Effective communication and collaboration with parents and carers builds an ethos of partnership working putting the child at the centre, fostering high quality learning contexts.

Each of our nurturing establishments contribute to the development of Glasgow as a nurturing city, creating safe environments which allow our children and young people to flourish by raising attainment and promoting positive mental health and wellbeing.

DEALING WITH RACIAL HARASSMENT

The Race Relations Act of 1976 makes it unlawful to discriminate against someone because of his/her 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 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.

Child Protection

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 wellbeing programme for your child's establishment.

Educational 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 wellbeing 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.

The name of the Child Protection Coordinator and depute Child Protection Coordinator should be on display in the establishment.

The Child Protection Coordinator within Wellshot Primary School is the Head Teacher Mrs Jill Laing.

The Depute

School Improvement

On an annual basis, you will be able to view our Standards and Quality report on the school website. The Standards and Quality report highlights progress in key curricular areas such as literacy, mathematics and numeracy and health and wellbeing. We continue to make very good progress in these areas. The Standards and Quality report also highlights our achievements over last session.

Our priorities for improvement this session, which were discussed with our Parent Council and issued to all parents and families are...

are:

- Raising attainment in literacy with a particular focus on reading
- Strategic planning and quality assurance
- School Vision & Values
- Health and wellbeing – Nurture award and PATHS Awards

More details can be found in our School Improvement Plan.

Any parent or carer seeking a copy of the plan can contact the school office or check out our website.

Promoting Positive Behaviour

Every child in Glasgow has the right to be happy and secure in school

Children's Rights as outlined in the UNCRC (United Nations Convention on the Rights of the Child) are fundamental to a good school ethos. Adults in school will work with our children to ensure they are aware of their rights and fully respect the rights of others. Therefore, approach within Glasgow Primary School is to build a positive ethos that demonstrates care and respect for all. Positive behaviour is recognised and celebrated. Our school operates a system of class charters to set out expected behaviour. This is celebrated through certificates at assemblies, House Prizes and Red Letters sent home to parents/carers and children participate in a Red Letter Jump for Joy. The highest standards of behaviour are expected of pupils at all times. Where this is not the case, a variety of sanctions are used. Parents/Carers are asked to co-operate with the school encouraging a sense of responsibility and good behaviour in their children.

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 parents and carers of their children.

SUPERVISION OF PLAYGROUNDS

An adult presence is provided in playgrounds at break times in terms of the Schools (Safety and Supervision of Pupils) (Scotland) Regulations, 1990. At Wellshot Primary there are normally at least 8 adults in the playgrounds at all times. These could include, Mr Harrison the school janitor, Miss M. Campbell, Mrs Keane, Mrs Holt, Mrs Nicol, Mrs Cowan, Miss D. Campbell who are all Support for Learning Workers.

From 8.50am the janitor is in the playground only as a presence. We always do our best to ensure the safety and wellbeing of the children. We try to ensure children are able to go outside for fresh air. They will do so on occasions when bad weather is severe.



Home Learning



Continuing to learn at home helps children to achieve more and is a vital part of our partnership with parents. Home learning is valuable as it allows pupils to develop the practice of working independently and can involve parents/carers and others in the work of the school. It allows valuable practice of skills learned in the classroom and provides a daily link between home and school. Please check your child's schoolbag for communication about home learning and specific tasks. A copy of our home learning policy is available on the website and on request from the school office.

All pupils receive home learning in the areas of reading, phonics, spelling, writing, mathematics and numeracy and cross curricular activities. There is an element of flexibility should parent/child have other commitments on a particular evening. Tasks set will be matched with the ability of the pupil and pupils are asked to comment, using a traffic light system on how they found each task. Home learning will not be set for school holidays, nor will it be set if a pupil is taken out of school during term time for a holiday. Home learning missed due to absence will not normally require to be completed.

Time taken for home learning:

In P1-3 home learning should not exceed 10-15 minutes per night

In P4-5 home learning should not exceed 15-20 minutes per night

In P6-7 home learning should not exceed 20-30 minutes per night

It should be noted that these are maximum times.

How can Parents/Carers help with home learning?

Help your child organise his/her time to the best advantage so that home learning is not left to the last minute or even forgotten.

Try to ensure there are suitable working conditions at home e.g. not in front of the television.

Let us know of any problems you cannot resolve, we are only too happy to help.

We do expect home learning to be handed in on time. This gives children valuable experience of working to a deadline.

Parent Council

We have our active Parent Council that represents the views of all parents. All parents are welcome to attend Parent Council meetings and can become members at the AGM in September. Parent Council minutes are available on the Parent Council page of the school website and on request from the school office. A list of current members is also available on the website.

Laura Robertson
Chair Wellshot Parent Council

Pupil Voice

There are 2 Pupil Voice champions from each class.

This is an important group which ensures that the views of pupils are heard. We also have 2 P7 Pupil Forum pupils who represent the school at a city wide Primary Council in the City Chambers.

Parent Helpers

Parent helpers have various duties from the organisation of the school

reprographics to assisting in school excursions. New volunteers are always welcome; you must have a valid Disclosure Scotland certificate. Please contact the Senior Management Team at the school for further information.

AFTER SCHOOL CARE (Tic Tacs)

This service operates from 3pm-6pm –5 days per week and during the school holidays for working parents. (0141 764 1483)

Comments & Complaints

In Wellshot Primary School we aim to have positive relationships across our school community. However, if you have a comment or complaint about any aspect of school life, please contact the Head Teacher in the first instance.

Glasgow City Council complaints procedures are available :

<https://www.glasgow.gov.uk/index.aspx?articleid=16133>

Customer Care Team

Customer & Business Services

Glasgow City Council

City Chambers

Glasgow G2 1DU

Tel: 0141 287 0900

e-mail: customercare@glasgow.gov.uk or education.customercare@glasgow.gov.uk



Useful Contacts

Parentzone Scotland is a unique website for parents and carers in Scotland, from early years

to beyond school. The website provides up-to-date information about learning in Scotland,

and practical advice and ideas to support children's learning at home in literacy, numeracy, health and wellbeing and science. Information is also available on Parentzone Scotland

regarding additional support needs, how parents can get involved in their child's school and education. Furthermore, the website has details about schools including performance data

for school leavers from S4-S6; and links to the national, and local authority and school level

data on the achievement of Curriculum for Excellence levels. Parentzone Scotland can be accessed at

<https://education.gov.scot/parentzone>

Although this information is correct at time of printing, there could be changes affecting any of the matters dealt with in the document –

a) before commencement or during the course of the school year in question.

b) in relation to subsequent school years.

Connect - <http://connect.glasgow.gov.uk/>

Enquire Scotland - <https://enquire.org.uk/>

Glasgow City Council - <https://www.glasgow.gov.uk/>

GLOSSARY OF TERMS

In writing this handbook we have attempted to use plain and straightforward language, however there may be some vocabulary which is unfamiliar. This glossary has been included to explain some of the terminology.

Term Definition/Explanation

Achievement	Achievements are mainly successes children have out with basic academic subjects like literacy and numeracy. Examples might be: sports awards, musical achievements, contribution/participation in school committees.
Additional Support for work or Learning smaller	When a child needs some extra help with their needs to be challenged further, they can work in a group with an additional member of staff.
Additional Support Need	When a child has an identified challenge such as dyslexia or autism.
Additional Support Plan over a	This plan is a statement of targets to be achieved school term.
Attainment as	This is a formal measure of academic ability such as standardised tests.
Catchment Each house	This refers to the area surrounding the school. will have a local school depending on their location.
Classification classes are	This is the word used to describe the way the made up. This depends on the number of children and the number of rooms available.
Curriculum the	This means the collection of learning experiences children have when they attend school.
Curriculum for Excellence Depute Head Teacher	This is the new curriculum in schools since 2009. The Depute Head is the person charged with leading the school when the Head Teacher is not available.
Enrolment	This is the process of joining the school.
Exclusion be	This used to be called 'suspension'. Children can be excluded for up to ten days. A 'Permanent Exclusion' is when a child is not allowed to return to the school.
Formative Assessment what	This type of assessment is to help children know they have to do to get better, they know their next steps in learning.

Head Teacher	This is the person charged with leading the school.
In-service	This is a day when the school is closed to pupils. Staff are involved in meetings, preparation, planning and training.
Roll school.	This is the total number of children who are at the school.
School Improvement Plan written by	This is the plan for improving the school. It is written by the school management team.
Summative Assessment example a test	This type of assessment is used to monitor progress for example a test