

OYGANG PRIMARY SCHOOL



School Handbook 2021/22



Welcome From the Head Teacher



May 2021

Dear Parents and Carers

I would like to extend a warm welcome to you from our staff and children. At Oxgang, we aim to provide a safe, happy and nurturing environment where children reach their full potential. We have high, but realistic expectations of our learners, both in terms of working hard in class and life outside the classroom. We encourage our pupils to take care of their surroundings, to be helpful and polite and be responsible citizens in our local community.

Oxgang Primary School is well established in the town of Kirkintilloch. We recently celebrated our 50th Birthday and have a strong reputation in the local area. We are truly a community school with positive local links to a number of businesses, nurseries, schools and services. We welcome parents and family members to our school on a regular basis and our pupils benefit enormously from these positive home-school links.

Achievement is our overarching aim and our standards of academic success and attainment are very good. We aim to develop your child's skills across a range of subjects with a well-designed curriculum. In addition, we value wider achievement and offer a range of after school activities. Pupil leadership and participation is encouraged and celebrated and children are offered many opportunities to develop skills for learning, life and work.

I hope you will enjoy getting to know our school better by browsing through these pages. Please feel free to contact the school if you require any further information.

Miss Hannah Young
Head Teacher
Oxgang Primary School

Work Hard, Be Respectful, Believe in Yourself

Section 1

School Information

**Oxgang Primary School
Lammermoor Road
Kirkintilloch
G66 2AB**

Telephone: 0141 955 2313

E-mail: office@oxgang.e-dunbarton.sch.uk

Website: www.oxgang.e-dunbarton.sch.uk

Twitter: @OxgangPs

- Oxgang Primary School is a non-denominational co-educational school.
- Pupils are admitted to Primary 1 between 4½ - 5½ years.
- Classes range from Primary 1 to Primary 7.
- At present the roll of the school is 268.
- The current planning capacity of the school is 419.
- Parents should note that the working capacity of the school may vary dependent upon the number of pupils at each stage and the way in which classes are organised.
- Pupils leave the school after 7 years to enrol at secondary school.
- A private childcare service is based in the school. Happy Days After School Club opens at 7.30-9.00am and 3.00-6.00pm on school days and is open 8.00am – 6.00pm during school holidays. Their contact number is 0141 776 5009.
- Rooms in the school are available for letting. Details of conditions and costs can be obtained from Community Learning and Development Services (school letting office) whose details are shown under Important Addresses near the end of the Handbook

Oxgang Staff 2020-21

Senior Management Team:	
Head Teacher: Responsible for the care, welfare and attainment of P4-7 pupils	Miss Hannah Young
Depute Head Teacher: Responsible for the care, welfare and attainment of P1-3 pupils	Mrs Katie Adams
Teaching Staff:	
Primary 1	Mrs I Berry
Primary 2	Miss L Clougherty
Primary 3/2	Miss M McNeil
Primary 3	Mrs S McDonnell
Primary 4	Miss H Nisbet
Primary 5/4	Miss N McKenna
Primary 5	Mrs M Malcolm
Primary 6	Miss M Roy
Primary 7/6	Miss H Sillars
Primary 7	Mrs D Sweeney / Miss N Miller
Additional Teaching Staff:	
Various classes/support/NCC	Mrs R Bhogal
Various classes/support/NCC	Miss S Mulholland
Various classes (NCC)	Mrs D Sweeney
Education Support Teacher:	
	Mr T Holmes
Classroom Assistants:	
	Mrs J French
	Miss A Hood
Support for Learning Assistants:	
	Mrs C Stevenson
	Mrs T Dunlop
	Ms B A Fletcher
	Mrs J Allardice
Clerical Assistant:	
	Mrs A McDonald
Admin Assistant:	
	Mrs J Lamb
Janitorial Staff:	
	Mr R Broadfoot (Site Co-ordinator)
	Ms M Cole (Facilities Assistant)
	Ms A Todd (Facilities Assistant)
	Miss M Bayley (Facilities Assistant)
	Mrs T MacDonald (Facilities Assistant)
Catering Staff:	
	Ms D McLellan (Team Leader)
	Mrs S Cairney
	Ms A Todd
	Miss C Gallacher

School Hours

Monday to Friday : 9am - 10.40am
10.55am - 12.30pm
1.15pm - 3pm

Pupils in Primary 1 attend school full time from the first day in August.

School Year Session 2021-2022

August 2021

Teachers return (In-service day): Tuesday 10 August
In-service day: Wednesday 11 August
Pupils return: Thursday 12 August

September 2021

September weekend: Friday 24 September to Monday 27 September (Inclusive)
Pupils return: Tuesday 28 September

October 2021

In-service day: Friday 8 October
October break: Monday 11 October to Friday 15 October (Inclusive)
Pupils return: Monday 18 October

December 2021 and January 2022

Christmas and New Year (end of term): Thursday 23 December to Tuesday 4 January (Inclusive)
Pupils return: Wednesday 5 January

February 2022

February break: Monday 7 February to Tuesday 8 February (Inclusive)
In-service day: Wednesday 9 February
Pupils return: Thursday 10 February

April 2022

Easter break: Monday 4 April to Monday 18 April (Inclusive)
Pupils return: Tuesday 19 April

May 2022

May Day (closed): Monday 2 May
In-service day: Thursday 5 May
May weekend: Friday 27 May to Monday 30 May (Inclusive)
Pupils return: Tuesday 31 May

June 2022

Last day of school: Wednesday 22 June

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

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

Attendance and Absence

Attendance at School

Section 30 of the 1980 Education Act lays a duty on every parent of a child of 'school age' to ensure that their child attends school regularly. Attendance must be recorded twice a day, morning and afternoon.

Regulation 7 of the Education (School and Placing Information) (Scotland) Amendments, Etc, Regulations 1993 requires each child's absence from school to be recorded in the school register as authorised i.e. approved by the authority, or unauthorised i.e. unexplained by the parent (truancy) or temporarily excluded from school.

Un-notified Absence Policy

It is East Dunbartonshire Council's policy that parents should notify their child's school if their child is going to be absent. In some instances it might not be possible for parents to pre-notify the school of an absence because their child may have become unwell during the night. In these circumstances, parents should notify the school before registration begins.

If parents do not inform the school of their child's absence, the school will take action to find your child. This will involve contacting you and, where necessary, your emergency contact person(s). If these actions are not successful, the school will ask the school's Attendance Officer to visit your home. In some exceptional circumstances, where the school believes your child could be at risk of harm, contact will be made with the Police and/or Social Work. Parents should also give their child a note on his/her return to school confirming the reason for absence.

Family Holidays

Every effort should be made to avoid family holidays during term time as this seriously disrupts a child's education and greatly reduces learning time. It should be noted that it not only has an adverse effect on a child while he/she is absent from school, but also leads to extended disruption to a child's education for a period of time when he/she returns to school after the family holiday. Family holidays will only be regarded as authorised absence where prior agreement from the school has been obtained and where it is judged the holiday is important to the wellbeing and cohesion of the family, following serious or terminal illness, bereavement or other traumatic events.

Parents may request that their children be permitted to be absent from school to make an extended visit to relatives. This leave will be regarded the same as a family holiday but will be recorded separately from school holidays for attendance purposes. Requests should be made in writing detailing the destination and the duration.

Clearly with no explanation from the parents, the absence is unauthorised.

Information Regarding Exceptional Closures:

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

(a) Parental Communication with School in Case of Emergency

It is important that parents keep contact with the school to a minimum in the case of an emergency. When you telephone the school you will be asked for a contact number and your message will be repeated back. Please ensure the pupil's name, class and/or teacher's name is given. Where possible you should telephone before 2.30pm if there are any changes to childcare arrangements.

Comments, Compliments and Complaints Procedure

We are keen that you should be completely satisfied about your child's education and we encourage feedback on our services from parents and pupils. We are, therefore, interested in feedback of all kinds, whether it be comments, compliments, or complaints.

If you want to register a comment of any type about the school you can do this by writing, e-mailing, telephoning or making an appointment to see someone. All feedback is welcome and keeps us in touch.

If, in particular, you have a complaint about the school, please let us know. It is better that these things are shared openly and resolved fairly, rather than being allowed to damage the relationship between the family and the school. There will be no negative consequences arising from making a complaint and we will deal with the issue as confidentially as possible.

In relation to making a complaint:

- Stage 1 – Frontline resolution, we will always try to resolve the complaint quickly and to the customer's satisfaction wherever we can. This resolution will be provided within five working days, unless there are exceptional circumstances.
- Stage 2 – Investigation, if you are dissatisfied with the decision at stage 1, the complaint will be investigated, acknowledge in three working days and decision provided as soon as possible but within twenty working days.
- If you are still unhappy after the further investigation and reply you can take the matter up with the Scottish Public Services Ombudsman, our reply will include the contact details.
- You should also note that you have the right to raise unresolved concerns with your local councillors, MSP or MP.

Section 2

Parent and Pupil Involvement

Home - School Links

All East Dunbartonshire Council schools welcome parental involvement as research has shown that when parents are involved children do better at school. There are many opportunities for parents to become involved in the life and work of the school – supporting learning at home, volunteering in school, joining the Parent Council or PTA, helping out at school trips and events, etc.

At the start of each session we offer you the chance to meet with your child's new teacher during our 'Meet The Teacher' afternoon. At this time you can chat about how your child has settled with the new class teacher, see some of the resources the children use and ask any questions you may have. In Term 2 we have a parents' evening where you have an individual discussion with the class teacher and a chance to see your child's work in their classroom, in Term 3 we send home a formal report and in Term 4 there is another parents' evening.

Parents are also invited into the school when their child is performing in a class assembly and there are other events like school shows, presentations, community workshops, family learning events, etc which parents have the chance to attend.

General information is communicated via newsletters, the school twitter account (@OxgangPS) and the Seesaw App. Class teachers will advise you of any changes such as PE days and homework arrangements through homework diaries, Seesaw or letters as appropriate. We make good use of email and prefer to send electronic mail rather than paper letters where possible. You will be asked which method of communication you would prefer. You can email the school office at any time rather than writing a note – office@oxgang.e-dunbarton.sch.uk . This email is checked daily. We also use text messaging at times, usually as a reminder about school events and there are photographs, diary dates and other information on our school website www.oxgang.e-dunbarton.sch.uk . The school office can be contacted by phone on 0141 955 2313. If you wish to speak to the headteacher or depute head teacher, the school office staff will check if they are available when you call or will take a message and someone will call you back as soon as possible.

During any unforeseen periods of school closure, home learning will be delivered through the Seesaw app and Microsoft Teams.

We greatly appreciate the assistance you can offer to children in their learning and are very keen to work in partnership with all parents and carers. You will see through the Seesaw app what children are working on – what targets they are setting and what achievements they have made. We recognise that you may need additional information or have a concern from time to time and are happy to meet with you to discuss these. Please arrange an appointment through the school office.

We like to gather parental opinions throughout the year to assist us with school improvement planning and evaluation. The Parent Council work closely with the school to plan how to do this and we often carry out surveys, questionnaires or other information gathering tasks at parents' evenings and school events. Results from these are collated, shared with staff and the Parent Council.

We have a group of elected pupils who are our Pupil Reps. Children from Primary 2 to Primary 7 are voted onto this group by their peers. The Pupil Reps help inform strategies to improve learning and teaching. They are consulted on various new developments as well as updating the school management team on how well the children, as a whole, are learning. They meet with the Head Teacher every term to share their views and help with new developments.

We have another group of elected pupils who are our Pupil Council. Again, children from Primary 1 to Primary 7 are voted onto this group by their peers. The aim of the Pupil Council is to work with school

Parent Council

Parent Councils are the formal representative body for parents / carers with children attending school. Parent Councils are different in each school to enable them to meet the needs of parents / carers locally.

Parents are welcomed to be:

- involved and engaged with their child's education and learning;
- be active participants in the life of the school; and
- express their views on school education generally and work in partnership with their children's school.

All parents / carers are automatically members of the Parent Forum at their child's school. As a member of the Parent Forum all parents can expect to –

- receive information about the school and its activities;
- hear about what partnership with parents means in our school;
- be invited to be involved in ways and times that suit you;
- identify issues you want the Parent Council to work on with the school;
- be asked your opinion by the Parent Council on issues relating to the school and the education it provides;
- work in partnership with staff; and
- enjoy taking part in the life of the school in whatever way possible.

The Parent Forum decides how their representatives on the Parent Council are chosen and how the Parent Council operates. Parents / carers are encouraged to volunteer or put themselves forward to be chosen as representatives of the Parent Council if they wish.

The main aims of the Parent Council are:

- To support the school in its work with pupils
- To represent the views of parents
- To promote contact between the school, parents, pupils, providers of nursery education (if

applicable) and the community

- To report to the Parent Forum
- To be involved in the appointment of senior promoted staff.
- To raise funds for the school for the benefit of pupils (in our school the PTA fulfils this role).

For more information on parental involvement or to find out about parents as partners in their children's learning, please contact the school or visit the Parentzone website at

www.parentzonescotland.gov.uk

The Scottish Parent Teacher Council is the national organisation for PTAs in Scotland and runs an independent helpline service for all parents and carers. They can be contacted by phone on 0131 226 4378 (9am - 5pm), fax 0870 706 5814 or e-mail on sptc@sptc.info or write to SPTC, Mansfield Traquair Centre, 15 Mansfield Place, Edinburgh EH3 6BB.

The Parent Council consists of:

NAME	POSITION HELD	ADDRESS
Dale Smith	Parent Council Chair	c/o Oxgang Primary School, Kirkintilloch G66 2AB.
Aileen Sneddon	Joint Vice-Chair	
Grant French	Joint Vice-Chair	
Gaynor Furie	Clerk/Secretary	
Cheryl Stevenson	Parent Member	
Sandra White	Parent Member	
Laura McCrorie	Parent Member	
Linsey Hall	Parent Member	
Eilidh Williamson Brown	Parent Member	
Fiona Parker	Parent Member	
Caroline Moriarty	Parent Member	
Adam McCracken	Parent Member	
Stephen Currie	Parent Member	
Clair Wightman	Parent Member	
Mairi Hay	Parent Member	

The Head Teacher has the right and duty to attend all meetings.

Parent Teacher Association

Website: <https://oxgangpta.org.uk/>

The PTA is mainly responsible for arranging events for parents and raising funds for the school. Volunteers are welcome. Any parent wishing to play an active part in the work of the PTA should contact any of the committee members through the school or email the PTA on oxgangpta@yahoo.com. A joint AGM takes place each September and the committee are voted into office. Our current office-bearers are:

NAME	POSITION HELD	ADDRESS
Sandra White	PTA Chair	c/o Oxgang Primary School, Kirkintilloch G66 2AB.
Aileen Sneddon	Treasurer	
Grant French	Vice Chair	
Parent volunteers:	Cheryl Stevenson, Dale Smith, Laura McCrorie, Dawn Bunce, Eilidh Williamson Brown, Fiona Parker, Caroline Moriarty, Adam McCracken, Stephen Currie, Clair Wightman, Mairi Hay, Shona McGlynn, Pamela Craig, Michelle Brown, Linda Muldoon, Lisa Mitchell, Nancy Isbister	

Information correct as of May 2021

Section 3

School Ethos

School Vision

To create a community of:

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



School Values

Work Hard



Be Respectful



Believe in Yourself



School Aim

To provide a safe, happy and nurturing environment where children reach their full potential.

Positive Relationships Policy

Pupils can earn class points which we count every week – these are linked to the school values and were devised in partnership with our pupils and parent body. These are collated into House Points and the winning 'House' each term has a House Party. Every child in Oxgang joins one of 4 houses – Luggie, Blackburn, Kelvin and Bothlyn. Pupils compete in their houses during various school events such as Sports Day.

Our Oxgang school values are: **Work Hard, Be Respectful and Believe in Yourself.** Every week, teachers identify a pupil in their class who has gone 'over and above' demonstrating these values and they are rewarded with a praise postcard home. They also get invited to have hot chocolate with the Head or Depute Head Teacher that week (usually on a Friday afternoon after assembly).



At Oxgang, we value wider achievement and provide pupils with a range of opportunities to develop skills for learning, life and work. We aim to recognise achievements in all areas and hold termly Achievement Assemblies, showcasing and celebrating the talents and efforts of children in many areas of school life. These links to our new school vision and each term there is a focus on Responsible Citizens, Effective Contributors, Confident Individuals or Successful Learners. Children are nominated by their teacher for an award and receive a certificate at assembly. Parents and carers are invited to join in these celebrations.

The Pupil Council organise an end of term treat 4 times a year to celebrate good behavior. This may take place within the school building, school grounds or further afield. Our PTA help to fund these treats.



Oxgang Primary School Behaviour Blueprint



Our School Values



Work Hard



Be Respectful



Believe in Yourself

Our Adult Behaviours

- We meet and greet
- We are consistent and calm
- We pay first attention to best conduct
- We believe that each day is a clean slate

How We Recognise and Reward

For daily positive behaviour:

- Dojo Points
- Friday Learning Teams
- Teacher stickers & certificates

For the 'Over and Above'

- Post-cards awarded at assembly
- Picture on 'Over and Above' wall
- Hot Choc Friday

Our Relentless Routines

- We wear school uniform
- We show wonderful walking
- We keep social areas quiet and tidy
- We go out of our way to show good manners

Restorative Conversations

- What happened?
- What were you thinking at the time?
- How does this make people feel?
- Who has been affected?
- How could we put this right?
- How can we do it differently in the future?

Stepped Interventions

1. Reminder of Rule

2. Warning / Last Chance

3. Appropriate Consequence



Restorative conversations to be carried out as and when appropriate throughout Stepped Intervention process

Anti-Bullying Policy

When dealing with and reporting allegations of bullying we will endeavour to:

- Ensure that all alleged incidents of bullying are taken seriously and managed appropriately.
- Ensure that a range of strategies are in place for dealing with alleged incidents.
- Work in partnership with parents to try to find solutions to incidents which involve their child.
- Maintain appropriate systems for recording alleged incidents which involve their child.
- Maintain appropriate systems for recording alleged incidents and ensure that the Authority's proforma for recording allegations of bullying is completed and sent to the Authority for processing.

Equal Opportunities & Social Inclusion

In East Dunbartonshire, all children and young persons are entitled to participate fully in a learning community which promotes equality of opportunity and seeks to protect against all forms of discrimination.

The school believes that pupils and staff have the right to learn in a caring and safe environment. Staff will not tolerate any behaviour or attitudes which lead to staff and pupils being humiliated or harmed because of their age, race, colour, language, nationality, ethnic origin, cultural and religious beliefs, sexual orientation, gender, marital status and disability.

The Equality Act (2010)

The General Equality Duty was created by the Equality Act (2010) and replaces the race, disability and gender equality duties. The duty came into force in April 2011 and covers age, disability, gender, gender reassignment, pregnancy and maternity, race, religion or belief and sexual orientation.

The school is committed to the requirements of the Equality Act (2010) and as such we will have due regard to the need to:

- Eliminate discrimination, harassment and victimisation;
- Advance equality of opportunity between children and young people who share a characteristic and those who do not;
- Foster good relations between different groups.

The school will take cognisance of the Equality and Human Rights Commission's 'Technical guidance for schools in Scotland' in the development of its policy and practice.

A copy of this document can be obtained from all schools in East Dunbartonshire Council, and from the Chief Education Officer who is based at The Marina, Strathkelvin Place, Kirkintilloch, Glasgow G66 1TJ.
Tel: 0300 1234510.

Development of Pupils' Spiritual, Moral, Cultural and Social Values

The school is committed to supporting the development of its pupils as whole people and as a result, wishes to encourage their development in spiritual, moral, social and cultural terms.

These key human aspects of learning are supported through the following arrangements by:-

- Creating a school ethos which, in every way possible, gives value to these aspects of development, especially by providing an overall atmosphere that is both caring and challenging and which provides opportunities for the development of personal responsibility.
- Promoting social and moral learning through the way in which disciplinary issues are handled.
- Ensuring that staff and adults within the school provide positive models for pupils.
- Arranging regular gatherings of the school as a community and using such occasions to encourage and reinforce the values on which the school is based.
- Enriching the curriculum in all appropriate areas with an emphasis on spiritual, moral, social and cultural development.
- Providing opportunities within the curriculum to advance personal and social development.
- Providing a programme of religious education in which consideration will be given to responses to basic questions relating to the meaning, value and purpose of human life.
- Providing a programme of moral education.
- Taking every appropriate opportunity to acknowledge, value and appreciate the various cultures and heritage of the pupils and to encourage them to appreciate and value the cultures and heritage of others.

Anti-Weapons/ Knife Crime Guidance

East Dunbartonshire has issued anti-weapon/ knife crime guidance to schools. Parents and carers have a responsibility for ensuring that their child receives appropriate guidance, which should include educating them about the dangers of weapons. As well as stressing to young people that they should never carry a weapon, parents should encourage their children to share information when they know someone else is carrying a weapon.

Section 4

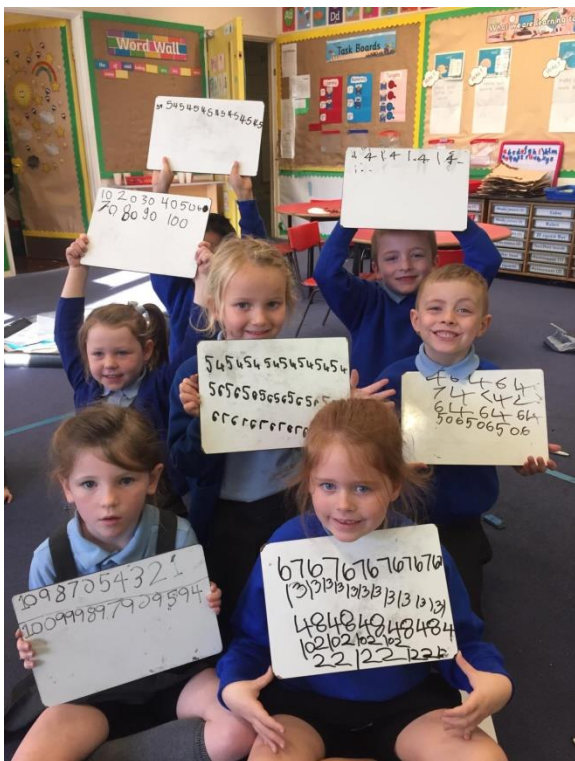
Curriculum

Curriculum for Excellence spans learning from 3-18 years. Its aims are to improve our children's life chances, to nurture successful learners, confident individuals, effective contributors and responsible citizens.

It develops skills for learning, life and work, bringing real life into the classroom, making learning relevant and helping young people apply lessons to their life beyond the classroom. It links knowledge in one subject area to another, helping children make connections in their learning. It develops skills which can enable children to think for themselves, make sound judgements, challenge, enquire and find solutions.

Curriculum for Excellence balances the importance of knowledge and skills. Every child is entitled to a broad and deep general education, whatever their level and ability. All teachers will be responsible for the development of literacy, numeracy and health and wellbeing. There is an entitlement to personal support to help young people fulfil their potential and make the most of their opportunities with additional support wherever that's needed. There will be a new emphasis by all staff on looking after our children's health and wellbeing – to ensure that the school is a place where children feel safe and secure.

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



Literacy & English

Your child will develop their ability to communicate in a range of ways. We teach the four main skills of reading, writing, talking and listening. Our aim is to help every child to become a fluent communicator, able to interpret texts, share information, discuss and debate issues, articulate opinions and emotions and write effectively for a variety of purposes. We use a range of resources to support teaching and learning:

- Oxford Reading Tree & Fact World
- Literacy World Fiction & Non-Fiction
- Dandelion Readers
- Totem and Talisman Readers
- Storyworld Bridges
- Story Sparks
- Star Writer, Scholastic Writing & North Lanarkshire Writing
- Jolly Phonics
- North Lanarkshire Spelling
- Talk for Writing

We are dedicated to promoting a love of reading in our pupils and have invested considerably in home reading boxes containing texts by quality authors. We also have book bag packs for P1 pupils which go home regularly to help encourage a love of reading. These packs contain a fiction book, a non fiction book, a soft toy and a game.



Modern Languages

Learning a modern foreign language is an extremely valuable skill which we aim to teach throughout the school. At present we teach French across all classes in the school.

Gaelic was introduced to P5-7 classes in 2014/15. Children in the upper stages learn some Gaelic language skills as well as learning more about Scottish culture and heritage.

We also started to introduce some basic Spanish in session 2015/16. Children in P5-7 learn about Spain and learn some basic Spanish phrases. This is part of the Scottish Government's vision to have all children learning 2 languages other than English by the time they leave Primary Education. (Language Learning in Scotland, A 1 + 2 Approach).

Numeracy & Mathematics

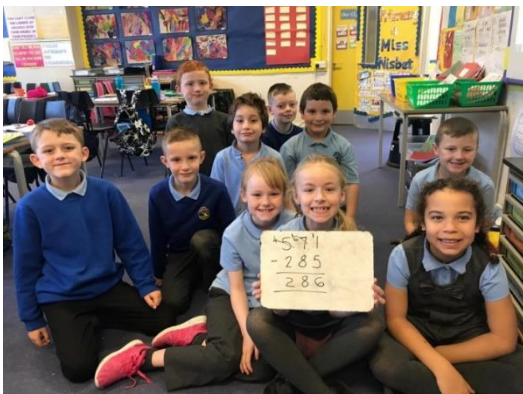
Maths is a tool used to aid investigations of the world around us and as a means of interpreting and recording information. An investigative, problem solving approach is encouraged throughout the maths curriculum. Subject areas are:

- Number, money and measure, which includes core skills of number bonds and times tables
- Information handling which includes reading and interpreting graphs
- Shape, position and movement which includes understanding 2-D and 3-D shapes and their properties

Much of our teaching and learning is active and games-based. Computer based programmes are used throughout lessons as well as our core resources: Teejay Maths, Heinemann Active Maths, Scottish Heinemann Maths and Maths Recovery strategies and resources. Numeracy contributes towards

all areas of learning as it unlocks the wider curriculum. Being numerate increases opportunities in all aspects of life and lays the foundations of lifelong learning and work. Numeracy plays a key role across our school curriculum by developing students' abilities to calculate, to reason and to

solve problems. Teachers seek opportunities for children to develop and apply Maths skills across all curriculum areas, using real life contexts wherever possible.



Health & Wellbeing

We have many resources to teach the various aspects of health and are supported by partners such as the Community Police. Teaching resilience, assertiveness skills and anti-bullying are key features of our mental, social and emotional health programme of study.

We are a Health-Promoting School and we offer learning experiences themed around the following Curriculum for Excellence outcomes:

- Mental, Social and Emotional Health
- Physical Health & Sport
- Food and Health Substance Misuse
- Relationships, Parenthood and Sexual health (SHRE)

Parents will be informed by letter/email when P6 and P7 are undertaking learning related to SHRE as they may wish at this point to discuss these aspects of learning further with their child at home. Information/ booklets will be provided to support this.



Physical Education

We use EDC planners to create our PE programme. Children have 3 PE sessions per week and cover the following areas: Games, Fitness, Gymnastics and Athletics. All jewellery must be removed prior to participating in PE activities for safety. This is EDC policy. Children should have shorts and suitable shoes for PE which are kept in school for PE days. Some PE takes place outdoors (weather permitting). We also take the whole school on a mile walk each Wednesday to increase physical exercise and fresh air. This was put in place by the Pupil Council and has been very successful.

Social Studies, Science and Technologies

Social Studies

- People, Past Events and Societies
- People, Place and Environment
- People in Society, Economy and Business

Science

- Planet Earth
- Forces, Electricity and Waves
- Biological Systems
- Materials
- Topical Science

Technologies

- Technological developments in society
- ICT to enhance learning
- Business
- Computing science
- Food & textiles
- Craft, design, engineering & graphics



ICT

ICT is used to enhance learning across the curriculum. Each class has an interactive whiteboard which displays lessons in a stimulating, visual manner. Teachers use presentations to deliver lessons and children have the opportunity to interact on screen.

Children use ICT both in the classroom and in the computer suite using desktops, laptops, Windows tablets, ipads and other equipment. They will develop skills in word processing, multimedia, databases, spreadsheets and on-line research, as well as learning about safe use of the internet and electronic communication.

Expressive Arts

Music

We have a music teacher every Friday who works with all classes at some point during the school year. Children are also offered music tuition across a range of instruments from specialist teachers. Class lessons focus on developing a range of musical skills and abilities.

Art

Teachers follow the Kirkintilloch cluster programme of study for Art and make use of the Borders Art pack to ensure that a broad and balanced range of activities are offered.

Dance

Children have varied opportunities to develop skills in dance. This may be expressive dance, learning Scottish dancing, learning dances from other countries and creating some of their own dance sequences, putting together steps and sequences they have learned.

Drama

Lessons are often interdisciplinary, linked to class topics and we also use the Aberdeenshire programme of study. Children will also be offered the chance to use expressive arts in performances, for example, Christmas Show performances, a Scottish concert and various other events throughout the school year.



Religious & Moral Education

Our Religious and Moral Education (RME) programme is based around themes which allow children to find out about Christianity and other World Religions as well as exploring cultural and moral values. We help children understand the beliefs of different people across the world and explore their own beliefs and values.

Religious Instruction and Observance

Parents who wish to exercise their right to **withdraw** their child from religious instruction and/or observance should contact the Head Teacher, in writing, and alternative arrangements will be made for your child.

Homework

We have recently reviewed our homework approach, consulting pupils, staff and parents in the process. After feedback, we have made deadlines more flexible, and included more active tasks. Pupils also have a family learning grid which includes activities which can be completed at home throughout the year. These cover a range of skills for learning, life and work. The majority of homework tasks are carried out digitally, using Seesaw. We will provide any support to families who face challenges in accessing this platform and will provide alternative homework where necessary.

Homework is set to consolidate work done in class and to offer opportunities for independent and family learning. Our core homework is:

Primary 1 and Primary 2

- Weekly group reading book (Oxford Reading Tree or equivalent)
- Weekly phonics/spelling focus
- Three-weekly rotation of family learning activities:
 - ✓ Active numeracy packs
 - ✓ Storybook Bags with various resources
 - ✓ Family learning grid (skills for learning/life/work)

Primary 3 - Primary 7

- Set reading pages/chapters from core reading books or class novel
- Active Spelling tasks in preparation for weekly spelling assessment
- Numeracy grid (completed monthly)
- Family Learning Grid (completed yearly)
- Home Reader to encourage reading for pleasure

Pupils may also take part in Listening and Talking presentations and independent learning tasks such as personal projects or art activities over the course of the session.

Assemblies

All children take part in regular assemblies during which we share successes and discuss positive moral messages. House Captains update the whole school on events and points and the Pupil Council or Reps may also give information to the whole school. Children also take part in a termly Achievement Assembly where certificates are presented. Chaplains may also visit assemblies as part of our Religious Observance. We also have other visitors such as charity members, library staff, etc to help children understand their wider community locally and globally.

We aim to celebrate the Harvest, Christmas, Easter and Summer Service in one of our local churches, weather permitting. Parents and friends are very welcome at these services. We have close links with local churches and our chaplains may visit classes to support the delivery of our RME programme.

Parents have the right to withdraw their child from Religious Education. This takes regard of national advice set out in SOEID Circular 6/91, Scottish Government Schools Directorate Circular 1/2005, the Education (Scotland) Act 1980 and the Standards in Scotland's Schools, etc Act 2000. Any parent who does not wish his/her child to have RE should inform the Head Teacher.

Parents from minority and minority ethnic religious communities may request that their children be permitted to be absent from school in order to celebrate recognised religious events. Only written requests detailing the proposed arrangements will be considered. Appropriate requests will be granted on not more than three occasions in any one session and the pupil noted as an authorised absentee in the register.

The school will provide several opportunities for religious observance in a school year, in addition to traditional celebrations central to the life of the school community.

Extra-Curricular Activities

We offer a range of after school activities, aiming to provide at least 3 different opportunities a year for all classes. These are supported by staff, professional coaches and fully disclosed volunteers. Examples of clubs are football, A Star Sports, netball, dance and computer coding. Do you have skills and some time you could volunteer? Could you run a small club for gardening, art, music, chess, skipping, sewing, etc? We would love to hear from you and would be happy to discuss anything you feel you could offer to widen pupils experiences and interests. If you are willing to either run a club



or assist someone else who is running a club please contact the school to let us know – 01419552313 or office@oxgang.e-dunbarton.sch.uk

Each year Primary 6 and 7 children are offered a place on our residential excursions. These excursions enable children to develop a range of skills as they try out new challenges, for example skiing and hill walking. We write to parents as early as possible to inform them of the proposed educational activities undertaken, as well as potential costs and any relevant housekeeping arrangements. We ask that if you plan to send your child on the residential excursion, that you let us know of any potential concerns that may occur and attend the parents' information evenings as they arise.

Parents are informed in writing of the full details before any excursion takes place which will include, for example, the financial and insurance costs and accommodation. The school policy on mobile phones, which states that no pupil should carry a phone on their person, will be applied whilst on excursions. In the event of an emergency, staff carry a school mobile phone.

Parents are encouraged to contact the school with any queries well before any excursion occurs and to attend any parents evenings regarding the trips.



Section 5

Assessment & Reporting to Parents

Assessments are set termly as a review of children's learning. This information is available for parents to view during the formal reporting meetings. At present we have two formal parents' meetings per year: November and May (parent interviews) and a Meet the Teacher opportunity early in the first term. Children regularly review progress in core areas of the curriculum with their teacher and record targets and achievements in their learning diaries. They also reflect on their learning techniques and are encouraged to work collaboratively.

Children in P1, P4 and P7 also take part in annual Scottish National Standardised Assessments. This indicates levels of performance and progress and also offers diagnostic advice to staff for individual pupils.

Be assured that if, for any reason, you would appreciate an interview with your child's teacher to discuss a specific concern at any time of the year, an appointment can be made. You will always be welcomed at the school. We share a common goal to see your child developing to his/her full ability.

Formal written reports are sent to parents at the end of Term 3 so that these can be discussed in more detail during the final parent interview session in May. These reports include information about Reading, Writing, Mathematics and Health and Wellbeing. We will also outline progress and next steps in other curricular areas. Children record a personal comment.

Assessment & Reporting to Parents

The Education Service is keen to ensure that it involves all parents appropriately and sensitively in their child's education. Under Education Law, "parents" include:

- Non-resident parents who are liable to maintain or have parental responsibilities in respect of a child;
- Carers who can be parents;
- Foster carers, relatives and friends who are caring for children under supervision arrangements;
- Close relatives, such as siblings or grandparents caring for children who are not "looked after and accommodated" by the local authority or are under home supervision (looked after) arrangements.

Everyone who is a "parent"(under Education Law) has the right to receive advice and information about their child's education and take part in activities.

The Education Service will treat all parents equally. The exception to this is where there is a court order limiting an individual's exercise of parental rights and responsibilities.

Schools collect information about a child's family circumstances on an annual basis. Where family circumstances change during a school session, **it is important that parents inform their child's school of these changes.**

Further information about how the Education Service seeks to work with parents is available in the publication Schools, "Parents" and "Parental Responsibility": A briefing paper for schools and education support services under the management of East Dunbartonshire Council (2007)

This publication is available from schools or the Chief Education Officer who can be contacted at:

East Dunbartonshire Council

The Marina
Strathkelvin Place
Kirkintilloch
Glasgow
G66 1TJ

Tel: 0300 123 4510

Email: jacqueline.macdonald@eastdunbarton.gov.uk



Section 6

Transition & Enrolments

Registration and enrolment

Information on new school entrants can be found on the council's website, www.eastdunbarton.gov.uk Enrolment is in January each year. Pupils should be registered in only one school for their catchment area. Information about the school, can be found on the school website. Parents who want to send their child to a school other than the catchment school must make a placing request. Parents of pupils who have moved into the catchment area or, who wish their child to transfer to the school, should contact the school office for information.

Before leaving an Early Learning & Childcare Centre, a transfer of information record for each child will be prepared by Early Year's staff to ensure a smooth transition and continuity of education for the child transferring to primary.

School Admissions

When commencing Primary 1 education, your child will normally attend the local denominational or non-denominational Primary school (regardless of religion) and transfer from it, after Primary 7, to its associated Secondary school. Details of the catchment areas and boundaries can be obtained from Shared Services – Education by emailing sharedservices.education@eastdunbarton.gov.uk or calling 0300 1234510.

Enrolment dates will be set by the Education Service and the enrolment should be completed in January prior to the start of term in August. The authority will provide information on enrolments on the website, in the local press and Early Learning & Childcare Centres advertising the date(s) for registration. Parents are asked to provide the relevant birth certificate(s) and proof of residency when enrolling their child(ren).



You are still required to enrol your child(ren) at your catchment school even if you do not wish him/her to attend that school. Enrolment dates will be available through the East Dunbartonshire Council website at www.eastdunbarton.gov.uk.

Children eligible for enrolment are those whose 5th birthday falls between 1st March and the end of February the following year.

Secondary School Admissions

Pupils usually transfer from Oxgang Primary to:

KIRKINTILLOCH HIGH SCHOOL
Waterside Road
Kirkintilloch G66 3PA
Telephone: 0141 955 2372

Transfer Information will be issued to Primary 7 parents in December/January each year.

If you wish your child to attend a secondary school other than the catchment denominational or non-denominational secondary school(s) for your home address, you will be required to make a Placing Request as detailed in the Placing Request section below.

You do not need to submit a Placing Request if you want your child to transfer from a non-denominational secondary school or vice-versa at the primary to secondary transfer stage, as long as the intended secondary school is still the catchment school for your home address. Parents of children who are planning to change from denominational to non-denominational or vice-versa between primary and secondary school should ensure that both the primary school and the intended secondary school know what is to happen.

Visits to secondary schools are organised before the summer holidays and children from other catchment schools who will be attending the same secondary school will have the opportunity to meet and get to know each other and their teachers. For pupils with additional support needs visits in small groups may begin earlier in the year or other supports may be put in place depending on their needs. All parents will be provided with a chance to view the secondary school, hear an explanation of school life and have the opportunity to ask any questions they may have. There is an extensive transition programme in place between Oxgang Primary and Kirkintilloch High School.

Placing Requests

As a parent, you have the right to make a Placing Request for your child(ren) to be educated in a school other than the catchment school. Applications for Primary 1 and Secondary 1 Placing Requests to commence school in August will be accepted following the publication of an advert in the local press inviting applications in early December.

Every effort will be made to try to meet parental wishes, but you should note that it is not always possible to grant every Placing Request to a particular school. You should also note that a successful Placing Request for one child does not guarantee a successful one for another child. It may be,



therefore, that a parent could end up with children at different schools.

Primary 1 children must also be enrolled at the catchment area school on the appropriate Enrolment Form whilst awaiting the outcome of their Placing Request Application. If the Placing Request is granted, the child's enrolment at the catchment school will automatically be withdrawn by the Education Service.

Placing Requests can only be approved when there are sufficient places remaining in the class after all catchment area children have enrolled and if staffing and accommodation at the school are able to meet the numbers of Placing Requests at that school. The Education Service can also reserve places in a class for future catchment pupils they expect to move into the area in the following school year.

If more Placing Requests are made for admission to a particular school than places available, these Requests will be prioritised according to East Dunbartonshire Council's Admissions Policy and requests accepted and refused accordingly.

Your Placing Request will be considered against a set of criteria which is set out in the Council's priorities for admission. Further information is available on the East Dunbartonshire Council Website.

Any Placing Requests received after the 15th March for Primary 1 and Secondary 1 will not be considered in the first round of Placing Requests. Parents / Carers will be notified of the outcome of their request within 2 months of receipt your Placing Request.

As soon as a decision has been made, you will be notified of the result. If your Placing Request is successful, you will be asked to contact the school to establish arrangements for enrolment.

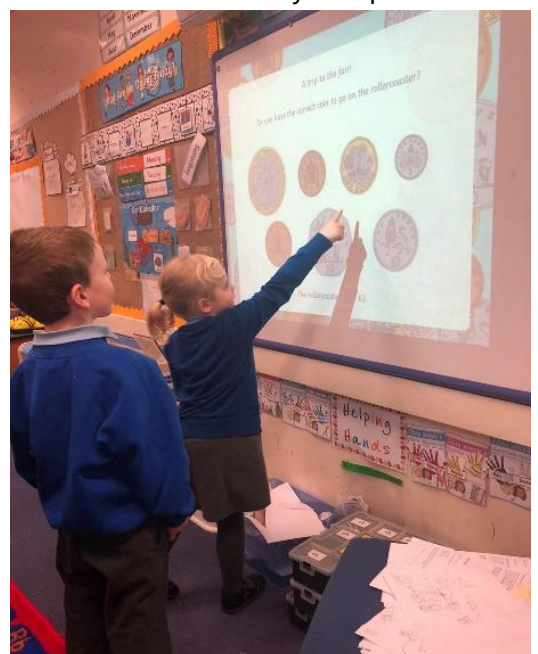
Parents should note that in cases where your child is currently in attendance at a primary school as a result of a successful placing request, there will be the need for a further request to be made to transfer to the secondary school associated with the primary school. Parents should, however, be aware there is no guarantee that any such request will be successful and therefore contact should be made with your local secondary school to inform them of your intention to request a place in a school of your choice. Parents are requested to contact the education office to clarify this position if they are unsure.

Mid Session Transfers

You may make a Placing Request at any time during a school session. If your child is experiencing problems at school, you are advised to discuss the matter with the Head Teacher prior to making a Placing Request. Completing the Application Form does not guarantee a place for your child at your chosen school. Your Placing Request will only be granted if there are surplus places available at the school.

Transport for Placing Requests

If a Placing Request is successful, parents will be responsible for the safety and transportation costs of their child to and from their chosen school.



Section 7

Support for Pupils

At some point in their school life, children may experience difficulties which will result in additional support needs. Our Pupil Support Group, comprising of the Head Teacher, Depute Head Teacher, Educational Psychologist and Support for Learning Teacher, meet regularly to review the progress and support needs of children. Children may need support due to learning difficulties, family difficulties or other factors. The decisions taken by the group are then implemented in class, across the school or occasionally through consultation with specialist schools or agencies. Parents are carers are involved in all decisions regarding their children. Some pupils with additional support needs may require a Co-ordinated Support Plan and some may simply require short term targets.

Children and Young People with Additional Support Needs

East Dunbartonshire Council's policies, procedures and practices relating to children and young people with additional support needs are in line with the Education (Additional Support for Learning - Scotland Act) 2009 which place duties on education authorities and provide rights for parents of children with additional support needs and young people with additional support needs.

All children require support to help them learn. However there are some children and young people who need some extra support or support which is a bit different from the support provided for all children to make sure they benefit from school education. That support may come from education services but can also be provided by a NHS Board, Social Work, Skills Development Scotland, or independent and voluntary organisations. Children and young people in school who need extra support or a different sort of support from what is generally available have additional support needs.

These additional support needs can arise for lots of different reasons. The reasons why a child or young person may have additional support needs are too many to list here, however the following are examples:

That the child or young person:

- finds it difficult to behave in school;
- is hearing or visually impaired;
- has a particular physical health need;
- is living with parents who have a drug or alcohol dependency;
- has English as an additional language;

Some additional support needs may only last for a short period of time other additional support needs will be lifelong.

If you think your child may have additional support needs you should talk to your child's school or pre-school provision about this.

All children and young people have their needs continuously assessed and reviewed. Your child's school will be able to show you their assessment of your child's needs and will send you copies of reports on how your child is progressing in school.

All schools and early years establishments in East Dunbartonshire look at children's needs through a process of staged intervention. This process allows teachers and others to :

- identify those children who may need additional support;
- make plans to support those children identified;
- deliver the support the child requires; and
- regularly review the support provided.

In addition to the additional support which schools themselves can provide through individual planning or making specific resources available, schools can also request support from East Dunbartonshire Council's specialist educational support services. The Council can also provide individual children with special equipment and resources if necessary. Some children may also benefit from attending the special schools and specialist resources which East Dunbartonshire manages.

Parents have a very important role to play in their child's education and the views of parents and young people will always be taken account of in making decisions which affect the child or the young person. If your child requires additional support at school you can provide the school with important information about your child which will be helpful in making plans to support your child. Parents and young people will always be invited to participate in reviews of progress.

A small number of children and young people with additional support needs require a co-ordinated support plan (CSP). All of these children and young people will already have a staged intervention plan provided for them in school which sets out targets for their learning and timescales for achieving those targets. Parents, professionals and the child or young person can all be involved in regularly reviewing the plans. The CSP sets out the educational objectives for an individual which can only be achieved by services such as health or social work working together with education to support the child or young person i.e. where the support required must be co-ordinated.

If you have a concern that your child's additional support needs are not being met you should always, in the first instance, contact the school to arrange a time to discuss that concern. Every effort will be made by the school and the education authority to resolve your concern at that point. If you are not happy with the way the matter has been dealt with and you continue to have concerns you may be able to make use of one (or more) of the following:

- mediation
- independent adjudication
- the Additional Support Needs Tribunals for Scotland to assist in reaching a satisfactory conclusion.

The Education (Additional Support for Learning) Act 2004/2009 places duties on local authorities to provide access to independent mediation for resolving disputes with parents and carers of children and young people with additional support needs when or if they arise. East Dunbartonshire Council uses Resolve Scotland. For further information contact : 0131 313 8844 or go to www.resolve.org.uk

Support for Learning Services

East Dunbartonshire Council, in supporting inclusion in its schools, has a number of support for learning services.

These are:

- Education Support Team which includes English as an Additional Language Learning

Support, (Secondary), Sensory-Hearing Impaired and Visual Impaired, Language and Communication Resources, Assistive Technology.

- Wellbeing Support Service

The Services support pupils through:

- Consultancy
- Continuing Professional Development
- Co-operative Teaching
- Curriculum Development
- Partnership Working

Supporting Families Service

The core purpose of this service is to provide support to families in developing their skills and confidence in their parenting and to provide services to children to enhance their development and learning. Examples of the services available include parenting workshops and individual support following the Triple P programme. Services also include a holiday play scheme provision for children and young people with additional support needs. If you wish to access any of the services please contact the team on 0300 1234510.

Protecting Children and Young People

East Dunbartonshire Council has issued Child Protection Procedures and Guidance which all staff must follow to promote the welfare of children and to protect them from harm.

All adults must share the responsibility for promoting children's health and safety and ensuring, as far as possible, that all children are protected from abuse, neglect and exploitation. Children cannot be expected to take full responsibility for keeping themselves safe. Professional staff must work together and in co-operation with families and carers to enable children to grow up in a warm, stimulating and safe environment.

Education staff are required to assist in the protection of children by:

- Creating and maintaining a positive and caring ethos
- Developing health and personal safety programmes
- Being observant of children's needs, views and concerns
- Reporting and recording concerns about the welfare or safety of children
- Monitoring and supporting children in co-operation with relevant professionals, parents and carers.

Education staff cannot keep secret any allegations or concerns about child abuse, even if a child or adult request this. Information or concerns that a child may be at risk of harm must be passed on in order to protect the child. Staff will treat the matter sensitively, and information will only be passed to those who need to know in order to protect and support the child.

If parents or others have concerns for any child, they can speak to the Head Teacher about this. They can also contact social work services and/or the police.

When a member of staff, a child or another individual provides information and the Head Teacher considers that there is a possibility that a child has been harmed or is at risk of harm, the Head

Teacher is required to immediately contact social work services to discuss the circumstances and agree the immediate action to be taken. School staff are then required to co-operate with any subsequent enquiries or support plans.

Every education establishment or service has copies of the East Dunbartonshire Council Child Protection Procedures and Guidance. These are available for reference from the Head Teacher.

Additional Support Needs

As with all local authority schools in Scotland, this school operates under the terms of the Additional Support for Learning Act (2009) and its accompanying Code of Practice. Further details of the policies and procedures can be found on the East Dunbartonshire Council website, and the school's Additional Support for Learning Co-ordinator will be able to outline the support that can be offered in school.

Working with other agencies and professionals – for example, Social Work Services, Educational Psychology Service, National Health Service and parents – decisions are made with regards to the best possible education to meet the needs of the child within the resources available.

Parents, carers and children with additional support needs can also seek independent advice and support through:

Enquire: www.enquire.org.uk, 0845 123 2303

Scottish Independent Advocacy Alliance, www.siaa.org.uk, 0131 260 5380

Take Note: National Advocacy Service for Additional Support Needs (Barnados in association with the Scottish Child Law Centre) www.sclc.org.uk, 0131 667 6633.

Autism Adviser

Every establishment has an Autism Adviser who is an established member of the school teaching team and who has been provided with training and ongoing support from a multi-agency team - led by an educational psychologist and a quality improvement officer. Every Autism Adviser is guided by a process of collaborative practitioner enquiry, which allows the school to develop the role of their Autism Adviser in response to the needs of their school context. Every Autism Adviser will be able to signpost colleagues to resources and sources of supports. While every establishment will use their Autism Adviser differently, the role of the Autism Adviser may include facilitating staff training within their school, supporting communication to parents/carers; planning for establishments' Autism Awareness Week; running a parents/carers' support group and supporting individual staff members using existing school structures (e.g. Pupil Support Group).

Specialist Support Service – teachers teaching in more than one school

The Additional Support for Learning Team makes provision for children and young people who have a range of additional support needs. The service comprises of teachers who work in the pre-5, special, primary and secondary sectors. Staff in the team work in partnership with staff in the establishments to plan and deliver an appropriate curriculum. The service also provides staff development and advice on resources.

The teams support the additional needs of:

- children with a significant hearing and or visual impairment;
- bilingual learners who are at early stages of learning spoken English;
- looked after and accommodated children and young people who are experiencing difficulties in school;
- children at early stages of primary school who have a developmental coordination disorder along with attention difficulties;
- children who have social, emotional or behaviour needs;
- young people who attend special provision units; and
- pre-5 children who have been identified as having significant support needs.

Pastoral Support

The following organisations provide advice, further information and support to parents of children with additional support needs.

These organisations are identified under The Additional Support for Learning (Sources of Information) (Scotland) Amendment Order 2011 as:

- (a) Children in Scotland: Working for Children and Their Families, trading as "Enquire – the Scottish advice and information service for additional support for learning", a charitable body registered in Scotland under registration number SC003527;
- (b) Scottish Independent Advocacy Alliance, a charitable body registered in Scotland under registration number SC033576; and
- (c) Scottish Child Law Centre, a charitable body registered in Scotland under registration number SCO12741

Promoting Wellbeing, Protecting and Safeguarding

The Scottish Government introduced Getting it Right for Every Child (*GIRFEC*) as a programme of change, reaching across all children and adult services in the public and voluntary sectors in Scotland, to achieve better futures for all of our children, young people and their families. It builds from universal health and education services and drives the developments that will improve outcomes for all children and young people.

We want all our children and young people to be fully supported as they grow and develop into successful learners, confident individuals, effective contributors and responsible citizens. We believe they should be: Safe, Healthy, Active, Nurtured, Achieving, Respected, Responsible and Included. These are the eight indicators of wellbeing.

The *Getting It Right* approach is about how practitioners across all services for children and adults meet the needs of children and young people, working together where necessary to ensure they reach their full potential. This approach, based on the United Nations Convention for the Rights of the Child, is:

- Child focussed, ensuring that the child and family are at the heart of decisions and supports;
- Based on a holistic understanding of wellbeing;
- Early interventionist to tackle needs as soon as they appear; and
- Joined up, to ensure services work together.

It is the entitlement of every child to be supported throughout their education. The *Wellbeing Pathway* provides a continuum of support from universal to targeted and ensures practice is underpinned by a shared understanding of wellbeing and in the dignity and worth of every individual child/young person.

Teachers plan experiences and assess progress in learning, and for most children this is sufficient. From time to time, however, approximately one fifth of learners may experience developmental or environmental difficulties which impact on their ability to learn. For most, modifications can minimise the impact of such difficulties and learning can proceed. These modifications are described as differentiation and in most cases teachers will differentiate as part of normal teaching and learning, without the need for intervention from promoted staff.

Within East Dunbartonshire schools, teachers employ the following model to provide a clear, structured pathway for learners.

- Modifying Content – use of learning materials at different levels
- Modifying Process – varying the length of time children take to complete a task
- Modifying Product – giving children choice in how to express ideas or required learning
- Modifying Learning Environment – giving children areas to work which suit their learning styles

Staff record differentiated approaches in their short and long term plans and ensure that the results of differentiation are clearly documented within evaluations of teaching and learning.

Where intended progress does not take place, the child/young person's needs are considered within the next stage of the Wellbeing Pathway, Targeted Support.

When a wellbeing concern has been brought to their attention, the pupil support coordinator will consider the following questions in relation to the eight wellbeing indicators:

- What is getting in the way of this child or young person's wellbeing?
- Do I have all the information I need to help this child or young person?
- What can I do now to help this child or young person?
- What can my agency do to help this child or young person?
- What additional help, if any, may be needed from others?

Child Protection and Safeguarding

Abuse and neglect are forms of maltreatment of a child. Somebody may abuse or neglect a child by inflicting, or by failing to act to prevent, significant harm to a child. Children may be abused in a family or in an institutional setting, by those known to them or, more rarely, by a stranger.

Child protection means protecting a child from child abuse or neglect. If a child's wellbeing is considered to be at risk, relevant information must always be shared. It is our public responsibility to protect children. Anyone who suspects child abuse or neglect should contact East Dunbartonshire Council Social Work Advice and Response on 0141 777 3000, or the Police. Each school has a designated Child Protection Co-ordinator, who will work with other professionals, children and, where appropriate, families to safeguard children. The name of the Child Protection Co-ordinator is displayed prominently within the school and this is usually the Head Teacher.

Section 8

School Improvement

Attainment and Achievement

Monitoring performance and using the resulting information to secure improvement is an important part of the work of Head Teachers, school staff and officers within Education Services. Information is gathered from school staff, parents, pupils and other stakeholders to evaluate our work. Every year each school publishes a Standards and Quality report which highlights the school's major achievements. The school then sets priorities for the following year.

Our priorities for Session 2020/21

	IMPROVEMENT PRIORITY	TARGETS
1	<p>Family Engagement</p> <p>Reporting to Parents</p> <p>Digital Learning</p> <p>Blended Learning</p>	<ul style="list-style-type: none"> • Develop a whole school approach to online/digital learning to ensure we have a blended system which can be used in case of further school closures or long term pupil absence • Develop new ways to communicate with parents and carers and share information regarding pupil progress while working under current restrictions regarding whole school events (eg assemblies, parents' nights). • Develop the use of digital platforms (Microsoft Teams, Seesaw) to regularly engage with families, including setting homework tasks, providing feedback on learning and celebrating wider achievement
2	<p>Talk for Writing (School and Cluster focus)</p>	<ul style="list-style-type: none"> • Raise attainment in all areas of Literacy through the implementation of high quality teaching from P1-P7 • Embed new approaches to teaching and learning in Literacy and English using the <i>Talk for Writing</i> approach • Identify new ways of collegiate and cluster working under current restrictions, providing continued opportunities for moderation, planning and assessment discussion

3	<p>Health and Wellbeing</p> <p>Nurture</p> <p>Transition Planning</p> <p>Providing Equity</p>	<ul style="list-style-type: none"> • Support all pupils and staff returning to school after long term closures • Support pupils and their families with health and wellbeing, with a particular focus on nurture, resilience and mental and emotional wellbeing • Support pupils in their transition to new classes and teachers and provide enhanced support for Primary 1 as they are welcomed in to the Oxbang community • Identify gaps in learning as a result of school closures using various assessment approaches. Use resulting data to plan targeted learning, for groups and individuals, ensuring equity and working to close the PRAG.
---	---	--

For information on progress towards previous improvement priorities, please consult the Standards and Quality Report, available from the School Office or website.

The ScotXed Programme

Education Authorities, the Scottish Government and its partners have, for many years, collected information about pupils on paper forms. The information is now transferred electronically through the ScotXed programme.

The following explanation has been provided directly by ScotXed:

Transferring Educational Data About Pupils

The Scottish Government and its partners collect and use information about pupils in schools (e.g. the number and characteristics of pupils, their attendance, absence and exclusions, their attainment and their destination when leaving school) to help to improve education across Scotland. This note explains why we need this information, how we use it and what we do to protect the information supplied to us.

Why do we need your data?

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

- plan and deliver better policies for the benefit of all pupils

- plan and deliver better policies for the benefit of specific groups of pupils
- better understand some of the factors which influence pupil attainment and achievement
- share good practice
- target resources better
- enhance the quality of research to improve the lives of young people in Scotland

Data policy

Information about pupils' education is collected through our statistical surveys in partnership between the Scottish Government and Local Authorities through the ScotXed Programme which aims to help schools and Local Authorities by supporting efficient collection, processing and dissemination of statistical information. The Scottish Government then provides analysis of the data to support research, planning, management and monitoring of education services as well as to produce National Statistics publications.

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

The individual data about pupils in schools collected by Scottish Government through statistical surveys is used only for the statistical and research purposes for which it is collected.

Your data protection rights

The collection, transfer, processing and sharing of ScotXed data is done in accordance with the Data Protection Act (2018). We also comply with the National Statistics Code of Practice requirements and other legislation related to safeguarding the confidentiality of data. The Data Protection Act gives you the right to know how we will use your data. This note can give only a brief description of how we use data. Fuller details of each individual ScotXed survey, including the purpose of each and the published data, can be found on the ScotXed website (<http://www.gov.scot/Topics/Statistics/ScotXed>). Pupil names and addresses (other than postcode) are never collected in any ScotXed statistical survey.

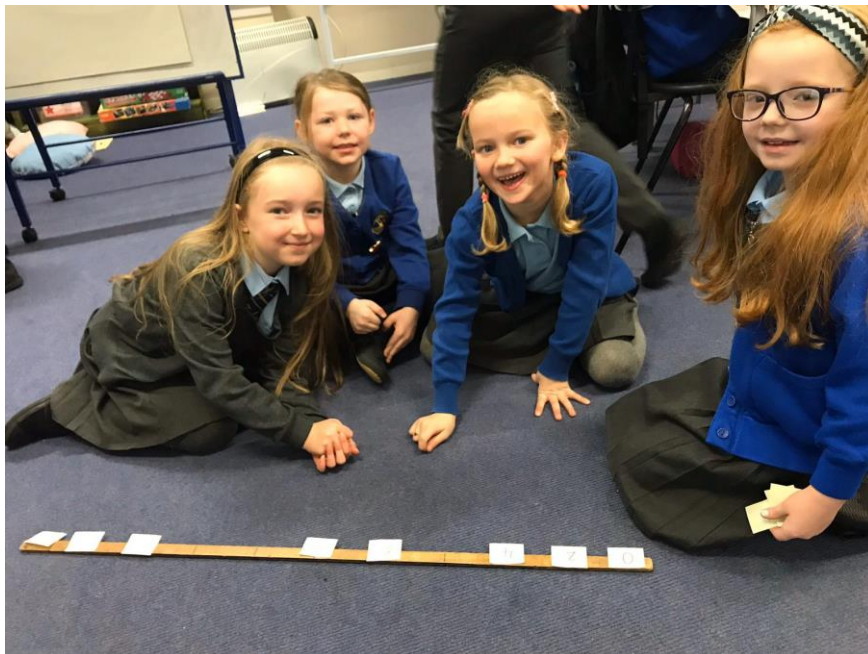
Scottish Government works with a range of partners including Education Scotland, Skills Development Scotland and the SQA. On occasion, in order to help meet our aim of improving the life of young people in Scotland, we may make individual data available to partners such as the National Registers of Scotland to carry out research relating to the national population census and also to academic institutions and organisations to carry out additional research and statistical analysis which helps inform policy development and contributes to improving outcomes for Scotland's people. In order to carry out this research to support better decisions, policy making and practice, data may be linked to information from other sources.

Any sharing or linkage of data will be done under the strict control of Scottish Government, and will be consistent with our data policy and the National Data Linkage Guiding Principles. This will ensure that no individual level data will be made public as a result of the data sharing and that these data will not be used to take any actions in respect of an individual. Decisions on the sharing or linkage of data will be taken in consultation with relevant colleagues and individuals within and outwith Scottish

Government. At all times pupils' rights under the Data Protection Act and other relevant legislation will be ensured.

Concerns

If you have any concerns about the ScotXed data collections you can email the Head of Schools Analysis, Mick Wilson, at mick.wilson@scotland.gsi.gov.uk or write to Education Analytical Services, Area 2D, Victoria Quay, Leith, EH6 6QQ.



Section 9

School Policies & Practical Information

Copies of school policies can be accessed on the Oxbang school website.

School Uniform

It is the policy of the Education Committee to encourage pupils to wear an acceptable form of school dress as determined by Head Teachers, Parent Councils and parents. In encouraging the wearing of school dress, account must be taken of any proposals to prevent any direct or indirect discrimination on the grounds of race or gender. Any proposal will be the subject of widespread consultation with parents and pupils.

Parents are asked to co-operate with the school in encouraging the wearing of the school uniform.

The uniform was agreed in consultation with parents, pupils, staff and the Parent Council. It incorporates a range of popular items of dress, e.g. sweatshirts, T-shirts.

Wearing school uniform contributes to a positive school ethos and helps avoid discrimination and reduces peer pressure to wear expensive designer clothing.

A school's reputation can also be enhanced in the local community by the wearing of school uniform and school security will be improved as it will be easier to identify intruders.

The appropriate clothing and footwear for PE is a T-shirt, shorts and gym shoes with non-marking soles. These are necessary for health and safety reasons and your co-operation is requested to ensure that pupils are equipped to participate in the PE lessons. Please note there is a requirement that all jewellery is removed prior to undertaking physical education activities. This is East Dunbartonshire Council Policy.

Please ensure that all items of clothing are clearly labelled, particularly ties, sweat shirts and PE kit which are often lost. A protective apron or an old shirt should be worn for art and craft activities. Please help the school and the education authority by making sure that pupils do not bring valuable or expensive items of clothing to school.

Offensive clothing such as T-shirts or other items painted with obscene language or illustrations are not permitted. Football colours are also inappropriate as they can lead to incidents of rivalry.

Under no circumstances will pupils be deprived of any educational benefit as a result of not wearing uniform and, in particular, pupils will not be denied access to examinations as a result of not wearing school dress. Parents are asked to assist by ensuring that valuable items and unnecessarily expensive items of clothing are not brought to school.

Parents/carers receiving income support or income-based job seekers allowance or housing benefit or council tax rebate (not discount) or employment and support allowance (income related) will normally be entitled to monetary grants for footwear and clothing for their children. Parents who are in receipt of working tax credit and/or child tax credit may also be eligible, the Community Hubs and

the education office can provide more details. Approval of any requests for such grants made by parents in different circumstances is at the discretion of the Chief Education Officer. Information and application forms may be obtained from schools, the Community Hubs and the Education Office.

Oxgang Primary School Uniform:

- blue shirt or blouse with school tie
- grey jumper or cardigan
- grey trousers or skirt
- black blazer

On PE days, for ease of changing, children may wear:

- blue polo-shirt with school logo
- blue sweatshirt with school logo
- grey trousers or skirt



Pupils in Primary 7 should wear a blue shirt or blouse and school tie every day in preparation for high school.

All children should have an appropriate PE kit of shorts and t-shirt. Soft shoes are worn indoors at all times. A note should be sent to school for pupils who are not able to take part through, for example illness or for religious or cultural reasons. If you have any queries regarding the school's dress code, please contact the Head Teacher.

Meals

School Meals

We know that maintaining a healthy diet is linked to a happy and active lifestyle. By eating a school meal provided by East Dunbartonshire Council's School Meals Service your child is guaranteed a balanced nutritious meal to keep them healthy and alert throughout the school day. The meals are freshly cooked on a daily basis by our skilled staff who care about food and your child's wellbeing. Our staff will help your child to make balanced choices. The meals meet the Scottish Government's nutritional regulations. Any special diets or allergies should be discussed with the school.

Meal prices are reviewed annually. Please contact the School to be advised of the current price.

Free School Meals

Some families may be eligible for free school meals. Children of parents/carers receiving income support or income based job seekers allowance are entitled to a free midday meal. Children of parents who are in receipt of child tax credit or working tax credit and child tax credit or employment and support allowance (income related) or support under part IV of the immigration and asylum act 1999, may also be eligible. Information and application forms for free school meals may be obtained from schools, the Community Hubs and the education office or www.eastdunbarton.gov.uk

Only those children whose parents receive income support or income based job seekers allowance (and child tax credit where qualifying income criteria has been met) will be entitled to free milk. Milk may however, be available for purchase in the school during the lunch period.

From January 2015 all pupils in P1, P2 and P3 will be entitled to free school meals. However we still encourage you to apply for free school meals as pupils in receipt of these will receive money off school trips (this is currently subsidised by the school).

The school has its own kitchen and dining room. Meals are made on the premises. If a special diet is required, it can be made available. Please contact the head teacher about such a need. A cash cafeteria is operated in school. Children choose and pay for what they wish to eat. They also clear the tables when finished eating. Numbers for cash cafeteria are collected first thing in the morning.

Pupils who bring packed lunches are supervised in the dining hall. It is inadvisable to send hot soup in flasks to school. All pupils are responsible for the clearing of their own litter. Glass bottles are not acceptable containers for carrying drinks to school. Lunches and packed lunches are supervised at all times.

Transport

(a) General

It is a parent's responsibility to ensure their child arrives at school and returns home from school in a safe and responsible manner. In order to assist parents in getting their child of school age to school safely and on time, the Education Authority has a policy of providing free transport to primary pupils who live one mile or more from their catchment primary school by the recognised shortest walking route.

This policy is more generous than the law requires. This means that the provision of transport could be reviewed at any time. Parents who consider they are eligible should obtain an application form from the school or education office or www.eastdunbarton.gov.uk. These forms should be completed and returned before the end of February for those pupils beginning school in August to enable the appropriate arrangements to be made. Applications may be submitted at any time throughout the year but may be subject to delay whilst arrangements are made.

Chief Education Officer has discretion in special circumstances to grant permission for pupil's to travel in transport provided by the authority where spare places are available and no additional costs are incurred. This is known as concessionary travel and parents are required to submit concessionary travel applications each year in the period June – July to ensure that consideration can be given to their request for concessionary transport for August.

Parents should obtain an application form from the education office or www.eastdunbarton.gov.uk.

(b) Pick up Points

Where free transport is provided it may be necessary for pupils to walk a certain distance to the vehicle pick-up points. Walking distance in total, including the distance from home to the pick-up point and from the drop-off point to the school in any one direction, will not exceed the authority's limits (see above paragraph). It is the parents responsibility to ensure their child arrives at the pick-up point on time. It is also the parent's responsibility to ensure the child behaves in a safe and acceptable manner while boarding, travelling and alighting from the vehicle. Misbehaviour could result in your child losing the right to free transport.

Placing Requests

The education authority does not provide transport for those pupils in receipt of a placing request

other than in exceptional circumstances.

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

Adverse Weather Conditions

Driver's Responsibilities

- In adverse weather conditions drivers MUST liaise with Head Teachers to ensure the safety of the children.
- In periods of snow and ice the driver must use his discretion to decide if a road is passable or not. He should endeavour to choose a route which gives the greatest number of children a reasonable chance of getting to school safely.
- At their own discretion drivers may abandon a morning journey and return all pupils already picked up to their homes and inform the relevant Head Teacher concerned. See bullet point below.*
- On homeward journeys pupils shall only be set down at their normal vehicle set down point. If there is a possibility that the vehicle will be unable to take the pupils to that point, contingency plans should be made with the Head Teacher.
- In the event that transport cannot continue due to blocked roads or any other obstruction, children will be instructed to stay in the vehicle until rescue can be organised.

Strathclyde Partnership for Transport/East Dunbartonshire Council's Responsibilities

- SPT will contact a Senior Officer within EDC to advise of difficulties with transport.
- Senior Officer will contact Head Teacher/s.
- Head Teachers to contact parents, where possible by text message, (at peak times there may be delays due to volume across local authorities).
- * In the event of journey being abandoned, Head Teachers will advise the driver of any change to normal home address.
- At the beginning of every session, the school should update the contact details for all parents guardians for pupils accessing school transport. This will allow school office staff to inform parents/guardians immediately of changes due to adverse weather.
- If the inclement weather is continuous, the school will update their website/twitter feed on a daily basis.

Parental Responsibilities

- To ensure child/children are at designated pick up point (please note that in adverse weather this may differ from original point, Head Teacher will advise).

- If concerns regarding bus arrival, contact bus operator and/or school.
- Parents should ensure that they notify the school of any changes to their contact details.
- If they have not already done so, parents are advised to register for the text messaging alert system within their child's school.
- Where inclement weather is present and it is probable that the current pick up point is unlikely to be accessed, parents should take a common sense approach and their child children should be taken or directed to the closest accessible pick up point within a reasonable distance.

Medical and Health Care

Information should be given on medical and dental inspections and on dental treatment. Parents should be given an indication of the procedures followed if a child takes ill at school. Parents should be made aware of the necessity to inform the school of any particular medical requirements and of arrangements to be made if a child has to be taken home.

Parents should provide the Head Teacher with sufficient information about their child's health care needs and treatment. Where necessary, this information should be updated annually or more frequently if there is a change in circumstances. Where there is concern about whether the school can meet the pupil's needs or where the parents' expectations appear unreasonable, the Head Teacher should seek advice from the school nurse or doctor and, if required, the Chief Education Officer.

Data Protection Act 1998

East Dunbartonshire Council will process your child's personal data in compliance with the Data Protection Act 1998 and all other relevant legislation. The Council may share your child's personal data with other Council services and public agencies to support the delivery of services to promote the health, safety and well-being of children and young people. For full details of how we will use your data please visit - www.eastdunbarton.gov.uk/council/privacy-notice

Accessing Your Child's Pupil Records

Parents have a legal right of access to their child's core education records, regardless of the age of their child. These are the records held within your child's Personal Pupil Record (PPR). Parents do not have a general right of access to all records that mention their child. To access your child's file, please apply in writing to the Head Teacher.

A child has a legal right of access to all records held about them. This includes records that may be held out with of the PPR. If a child is aged 12 or over and can show suitable maturity and understanding they may exercise this right of access through a request to the Head Teacher in writing. If your child is aged 11 or younger, or is not considered to have suitable maturity or understanding, then a parent may make an application on their child's behalf for access to all records. The table below summarises who may access what records through writing to the appropriate Head Teacher.

<u>AGE OF CHILD</u>	<u>CHILD'S LEGAL RIGHTS</u>	<u>PARENT'S LEGAL RIGHTS</u>
<u>Under 12</u>	A child's parent or guardian may apply on the child's behalf for access to all records. records	Right of access to core education record (PPR)
<u>12 and older</u>	If able to show suitable maturity and understanding, the child may apply for access to all records	Right of access to core education record (PPR) No legal right to all records unless acting as child's representative because child is unable to show suitable maturity or understanding.

Freedom of Information (Scotland) Act 2002

The Freedom of Information (Scotland) Act gives individuals a statutory right to the unpublished "internal" information and records held by Scottish Public Authorities such as East Dunbartonshire Council and its schools. Individuals have already used this legislation to find out about policy, procedures and how particular decisions have been reached. If you would like to use this legislation to access particular information please write to the Head Teacher, and subject to certain conditions and exemptions, you will receive a full response within twenty working days of receipt of the request.

Please note that you cannot access personal information on staff or pupils under this legislation. To access personal information about your own child, please see the section 28 on Accessing Your Child's Pupil Records.

Use of Photographs and Video Film Involving Pupils

On occasion, the school may seek permission from parents to photograph/video pupils for internal purposes within the school, for Council publicity materials and/or for press/media related activities. If a pupil's image is being used on any webpage or on a webcam, parents will be asked for express consent as this image has the capability of being viewed by any person with Internet access world wide. Pupil photographs will be held with the school's Management Information System (SEEMIS), parents will be asked for consent.

School Campus No Smoking Policy

With the introduction of the Smoking, Health and Social Care (Scotland) Act 2005 and the Prohibition of Smoking in Certain Premises (Scotland) Regulations 2006, East Dunbartonshire Council now operates a no smoking policy across all authority's school campuses. Any person accessing the school must refrain from smoking in any of the school campus areas.

Pupil Use of Mobile Phones in School

There have been many concerns raised by Head Teachers, staff and parents about the extensive use of mobile phones by pupils and the associated risks of such use while in school.

The Education Committee of East Dunbartonshire Council as a result of these concerns, agreed that each school should have the power to set its own policy in relation to pupil use of mobile phones in school.

At Oxbang, in line with EDC Council policy, the following has been agreed:

1. Schools will discourage, and will also advise parents to discourage, pupils from bringing mobile phones to schools.
2. Parents will be advised that East Dunbartonshire Council will not accept liability for the loss or damage of mobile phones which are brought into the school or school grounds by pupils.
3. If pupils bring mobile phones to school, the phones must remain switched off while the pupils are in class. Head Teachers will have the power to extend the switching off of mobile phones by pupils to the whole school building and also to the school grounds.
4. Where a pupil is found by a member of staff to be using a mobile phone out with the policy of the school, the phone will be confiscated. When a phone is confiscated, a receipt will be passed to the pupil by the relevant member of staff, in order that the pupil can present the receipt at the end of the school day to uplift the phone.
5. If a pupil is found taking photographs or video footage with a mobile phone of either other pupils or staff, this will be regarded as a serious offence and the Head Teacher, depending on the circumstances, will decide on an appropriate discipline. In certain circumstances, the pupil may be referred to the Chief Education officer. If images of other pupils or staff have been taken, the phone will not be returned to the pupil until the images have been removed

Childcare Information Service

The Childcare Information Service is a free service provided by East Dunbartonshire Council. It aims to provide parents with accurate details on childcare provision in a variety of settings e.g. out-of-school care groups, child minders, nurseries, playgroups, holiday play schemes and parent & toddler groups. It also offers other advice including: choosing quality childcare, accessing help to pay for childcare and contact details regarding child care organisations.

The Childcare Information Service, launched in May 2000, is a key element of East Dunbartonshire Council's Childcare Strategy which aims to develop, quality, accessible, affordable and flexible childcare across the East Dunbartonshire area.

To use this service please call the helpline number on 0300 123 4510, e-mail chis@eastdunbarton.gov.uk or log onto the service's website at www.scottishchildcare.gov.uk.

Appointment of Adults to Voluntary Child Care Positions

In order to meet a legal obligation under the Protection of Children (Scotland) Act 2003 and as part of the policy in respect of child protection, the Council has introduced a policy to ensure that any individual who is appointed to a voluntary child care position is not fully listed on the Disqualified from Working with Children List.

This policy, which requires any adult appointed to a voluntary child care position, to undergo a criminal background check to ensure their suitability. The policy applies in particular to:

- parent volunteer helpers in schools who are considered to have regular contact with children and young people;
- parents and co-opted members of parent councils;
- parent members of local parent-teacher associations;
- elected members serving on committees relating to the development of children's services;

- any other individual working in a voluntary child care position within a service managed by East Dunbartonshire Council.

The policy builds on East Dunbartonshire Council's Child Protection Interagency Guidance (2002) which underpins all child protection work undertaken by local authority services. It also complements the Council's policy on the leasing of council premises to organisations which provide activities and services to children and young people.

Important Addresses

You may wish to note the following addresses:

Education Office Southbank House Strathkelvin Place Kirkintilloch Glasgow
G66 1XQ

Community Learning & Development (School Letting Office)
Southbank House Strathkelvin Place Kirkintilloch
G66 1XQ
Tel. 0141 578 8695
Fax. 0141 563 9800
E-mail: letting@eastdunbarton.gov.uk

For footwear and clothing grants/free meals purposes

East Dunbartonshire Hub William Patrick Library
2-4 West High Street Kirkintilloch
G66 1AD
Phone 0300 123 4510

Councillor J. Young
The Marina
Strathkelvin Place
Kirkintilloch
G66 1TJ

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



Work Hard 💡

Be Respectful 🤝

Believe in Yourself 💎

