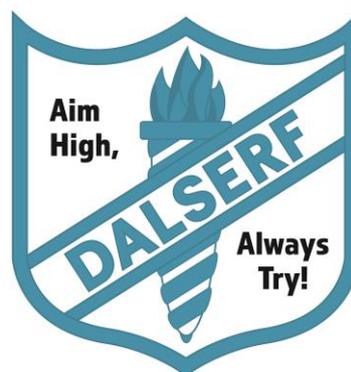


Education Resources



Dalsersf Primary School Handbook 2026



Determination Hardwork Kindness Respect Teamwork

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

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

1. Introduction by the Head Teacher

Dear Parents/Carers

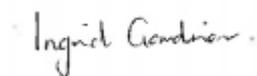
A very warm welcome to Dalsersf Primary School. As a school we take great pride in ensuring that all pupils, parents/carers and members of the local and wider community feel included and work together to provide the best educational experiences for all learners to be the best they can be.

This handbook should provide you with an insight into the many experiences normally offered at Dalsersf Primary School and answer some of the questions which you many have.

Dalsersf Primary is a member of the Larkhall Learning Community. We offer a high standard of learning and teaching in a safe, caring and motivating environment. In Dalsersf Primary School we work hard to ensure that all children are supported and encouraged to develop skills for learning, life and work which will allow them to flourish to be all they can be.

We look forward to working together with you to provide a rich and stimulating education for your child.

Best wishes,



Ingrid Gardiner
Head Teacher

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

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

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

https://www.southlanarkshire.gov.uk/downloads/file/17699/education_resources_plan_202526

2. About our school

School Address:

Dalserf Primary School
Ashgillhead Road
Ashgill
LARKHALL
ML9 3FJ

School Contact Details:

Phone Number 01698 882680
School website <http://www.dalserf-pri.s-lanark.sch.uk>
School email address gw14dalserfpsoffice@glow.sch.uk
Head Teacher email address gw14dalserfpsht@glow.sch.uk

We currently have 84 pupils on our roll, with four classes from P1 – P7. The school has four classrooms, an open area and a combined gym/dining hall.

Dalserf Primary School is a non-denominational, co-educational school. Dalserf Primary School does not provide teaching by means of the Gaelic language (as spoken in Scotland).

We enjoy a very good relationship with the local and wider community. Throughout the year, various members of the community come into school to enhance the children's learning experiences.



Here are Education Scotland's evaluations for Dalserf Primary School

Quality indicators	Evaluation
Leadership of change	good
Learning, teaching and assessment	good
Ensuring wellbeing, equality and inclusion	good
Raising attainment and achievement	good

3. School Ethos

Through consultation with all stakeholders we decided upon the following vision, values and aims which help to build the positive ethos within our school...

Our vision is:

Our vision is: 'For every child to feel welcome, included and supported to become a confident individual, responsible citizen, effective contributor and successful learner.'

At Dalsarf Primary School we aim to:

- meet the needs of all learners in a safe, nurturing environment where everyone feels valued
- develop pupil problem solving and creativity through challenging learning experiences
- provide a positive environment where high expectations are set and success is celebrated.
- foster respectful attitudes by embracing diversity
- develop positive and supportive partnerships with parents/carers, partner agencies and the wider community

Our values:

- Determination
- Respect
- Kindness
- Teamwork
- Hardwork

Promoting Positive Behaviour and Creating a Welcoming Ethos

In Dalsersf Primary School we have a policy of promoting positive behaviour. Staff in school like to be seen as partners with parents in preparing children with skills for life. Prepare your child to be a good citizen by encouraging them to care about others e.g. helping around the house and being valued for doing so. All children love to know how well they are doing.

At Dalsersf Primary School we value and celebrate pupil achievement in many ways.



Each week at assembly a child from each class is presented with a Curriculum for Excellence, maths, reading or writing award. Their photograph is then shared on Twitter along with other learning in the school. In our entrance hallway a copy of their certificates will also be displayed for everyone to see and share in their success.

Whole school achievement is also celebrated and we are proud of the variety of achievements pupils accrue over the year, from charity involvement to sporting success. These are shared for all pupils, staff, parents/carers and visitors to see. Individual achievement out-of-school is also recognised with pupils being encouraged to share their successes at assembly time. There is a Wider Achievements display in our corridor so these successes do not go unnoticed.

Each term every child records their participation in after school clubs and any other clubs/activities which they attend out-of-school. As a Staff we then try to identify any groups of pupils who are not participating in extra-curricular activities and try to remedy this by offering a club.



Children's Rights and Positive Behaviour

As part of our Health and Wellbeing curriculum we teach all children about their rights as stated in the UNCRC (United Nations Conventions on the Rights of the Child). There is a School Charter which specifies the most important rights to us in Dalsersf Primary and how pupils and staff will help these rights to be met. Each class also creates their own Class Charter which represents the rights the children of that class feel are the most valuable to them.

Running alongside our School and Class Charters, we have a 'Time to Reflect, Regulate and Reset' sheet to encourage positive behaviour and choices made in class/school. Children will be given reminders to follow our values and expected behaviours. If this does not happen, staff will implement the 'Time to Reflect, Regulate and Reset' step by step process set out below.

Step 1 – First Verbal Warning

Step 2 – Second Verbal Warning

Step 3 – Time to Reflect and Regulate (and staff signature)



I have been given time to **Reflect** and **Regulate** my emotions because...
I am now going to use regulation strategies to help me **Reset** my behaviour...

Steps 4 and 5 will be implemented if the inappropriate behaviour continues.

Step 4. Parent/Carer signature: _____

(Please read and discuss with your child before signing and returning to school. Thank you.)

Step 5. Head Teacher signature: _____

(Mrs Gardiner will discuss the matter with each child and telephone home if it is required.)

In class positive rewards such as points charts, break times, regular use of stickers and stampers and class responsibilities all help to motivate and encourage pupils to be the best they can be.

Houses

There are four houses set up in school. These are **Avon**, **Cander**, **Clyde** and **Nethan** – which are the names of local rivers.

Each child is a member of one of the four 'house' groups with children from the same family being in the same house group. Usually there are events organised by our House Captains, who are elected by their peers.

House points are awarded for a variety of reasons for example, demonstrating any of our school values (Kindness, Teamwork, Hardwork, Determination and Respect) and/or being a confident individual, responsible citizen, effective contributor or successful learner.

Throughout the year pupils are awarded points for a variety of things like: keeping their cloakrooms tidy, wearing their badges, walking in the corridors, lining up quietly, showing our values, etc. House points are counted weekly and shared at our assemblies. The weekly winning house has their House trophy displayed in the display cabinet at the entrance of the school for everyone to see. This makes us feel very proud.

Each term, we take part in a house day event where pupils work together in their houses and complete a range of curricular activities. This provides pupils with the opportunity to work with other children across the school in a variety of contexts demonstrating their teamwork. A House

treat is awarded to the House with the most points at the end of each term. So far we have had hot chocolate with smores outside and parachute games.

Pupils also participate in their houses at Sports Day and sponsored events. This enables everyone to feel a sense of pride as they are not just representing/ competing as an individual but as part of a team. Having Houses helps to promote our warm and inclusive ethos that Dalsersf Primary School prides itself on.

Whole School Events

Through participating in whole school events and initiatives we are allowing children the opportunity to become responsible citizens and confident individuals and to see how their learning relates to the wider world. We are proud to be an Eco School and we have maintained our status for 6 years. All pupils have a shared responsibility for various aspects of their school environment and their contributions are valued by the Eco Leadership Team.

Some of the whole school events we usually participated in are: World Book Day, Safer Internet Day, Red Nose/Crazy Hair Day, Teddy Bears Picnic/Sunflower Walk and other Charity events.



We also celebrate special times of year in the Christian calendar as a whole school. Each year at Harvest time we ask for charitable food bank donations. We then have a special whole school assembly with parents/carers and guests invited along to celebrate Harvest. In December we put on a whole school nativity production to which parents/carers are invited and a Christmas and Easter celebration at Dalsersf Parish Church.



Leadership Opportunities

In Dalsersf Primary School we promote a leadership culture whereby both staff and children feel able and confident to take lead roles within and beyond the classroom. All class teachers have responsibility for aspects of the curriculum and are also on a School Leadership Team. Every child in the school is in one of our School Leadership Teams.

By taking on a leadership role we are ensuring that staff and pupils have an opportunity to contribute to the decision making in the school. Our leadership team meetings are held monthly with feedback being given to the wider school at our assemblies.

This is further developed by our children take part in monthly Chit Chat groups where they provide their opinions and ideas on aspects of school development and planning. We have been using the document How Good is OUR School as the basis of our discussions this session.

The collated results of the questions that are asked are available on our noticeboard and we discuss how we can use this information to improve our school during our assemblies.



Buddy System

Usually, our oldest pupils (Room 4) buddy read with our youngest pupils (Room 1), and likewise Rooms 2 and 3 buddy read to each other to provide them with the opportunity to develop their skills in reading and working with others. They also have an important role during the P1 Transition process.

After School Clubs

We have previously offered netball, football, cooking, knitting and choir club. These clubs can change depending on coach availability and also staffing. We encourage our older children who are keen on leadership opportunities to take a lunch time club for younger children. Some of our older children get the opportunity to put their skills to the test and take part in Learning Community events such as football tournaments, athletics and netball competitions and K'Nex competitions. Younger children can also take part in a Dance Festival if they wish.

Building Community

We recognise the role of the school within the community and seek every opportunity to work in partnership to support children and families.

The staff and pupils at Dalsersf Primary work with local community organisations Clinton House and Ashlea Nursing Homes. In addition to this we also have close links to Dalsersf Parish Church and MAD Together Trust (an independent Christian children's charity that looks to Make a Difference in the lives of children and their families throughout Scotland).

When businesses and organisations can add to the work of a class they are invited in to share their knowledge and skills. Previously, we have had talks from the Community Police, SSPCA and the local library. Each year P6/7 participate in the inter-schools Football Festival with all neighbouring Primary Schools. We also have a wide range of visitors who come and speak to our children.

Dalsersf Primary School is central to the community of Ashgill and we participate in local events. We participate in the local gala day and our choir sings at the Ashgill Christmas light switch on event.



4. Staff List

Head Teacher	Mrs Ingrid Gardiner
Class Teachers P1/2 P3/4 P5/6 P6/7	Mrs Thel Barber (T,W,Th,F) Mrs Anne Robb (M) Mrs Emma Kelly-Kerr Miss Alessa Church (M,T,Th,F) Mrs Anne Robb (T, W) Mrs Cara Speirs (M,T,W) Mrs Jenna Murray (W,Th,F)
CCC/Flexibility Teachers	Mrs Jenna Murray, Mrs Anne Robb & Mrs Cara Speirs
Specialist Support Teacher	Mrs Kirsty Stewart (Friday mornings)
Educational Psychologist	Ms Madeline Hillman
Senior Manager of Pupil Support	Mr Martin McCabe
Support Services Co-ordinator	Mrs Alison Millar
Support Staff Team Leader	Mrs Paula Morrow
School Support Assistants	Mrs Suzanne Beattie Mrs Isobel Cowie Mrs Carol Simpson
School Janitor	Mr Stuart Muir
Catering Supervisor Catering Assistant	Mrs Janet Jamieson Mrs Sharon McMahan
Cleaning Supervisor	Mrs Sharon McMahan
School Chaplain	Rev. Fiona Anderson
MAD (Making a Difference) Ministries	Mr Brian Lowrie & Miss Jenny Haggarty
Active Schools Co-ordinator	Mr Chris McLaughlin
Music Tutors	Mr Stephen Johnstone (Youth Music Initiative) Mr Stephen Burns (Drums)

5. Attendance

Encouraging School Attendance

We believe that regular school attendance is key to raising attainment and achievement. It's a shared responsibility among parents/carers and the school to emphasise the importance of attending school.

For your convenience, school holiday dates and in-service dates can be found on the council's website: www.southlanarkshire.gov.uk

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

- if you know in advance of any reason why your child is likely to be absent from school, please tell someone at the school, phone us or let us know in writing. Please also give your child a note on his/her return to school, telling of the reason for absence;
- notify the school first thing in the morning when your child is going to be absent. Let the school know the likely date of return and keep them informed if the date changes;
- inform the school of any change to the following
 - home phone number
 - mobile number
 - emergency contact details

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

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

Emergency Information

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

Severe Weather Protocol

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

Communication

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

Things we need you to do:

- It is important for parents/carers to let the school know of any change to you mobile/home phone number and change of address.
- If for any reason, you are unsure if the school is open visit the website at www.southlanrkshire.gov.uk or email: education@southlanrkshire.gov.uk

Above 95%	95% or less	90% or less	85% or less	80% or less
Well done!	Slight Concern	Concerning	Risk of Under achievement	Severe risk of Under achievement
High attendance leads to improved and high achievement which means greater success!	The same as 9 school days missed. (Nearly 2 weeks)	The same as 19 school days missed. (Almost 4 weeks)	The same as 27 school days missed. (Just less than 6 weeks)	The same as 36 school days missed. (Just less than 8 weeks)

6. Parental Involvement and Parent Councils

Parents and carers play a vital role in their child's learning. Research shows that when families are involved, children do better at school and beyond. South Lanarkshire Council values parents as partners and works closely with schools to make this happen.

Why Parental Involvement Matters

- Strong partnerships help schools understand children's needs and help parents feel informed and supported.
- Parents can reinforce learning at home, making schoolwork more meaningful and connected to everyday life
- Parental involvement can help children develop a love of learning and resilience when facing challenges
- When parents work with school and take an interest in learning, children often achieve more academically and feel more confident.

Our Commitment

We want parents and carers to:

- Feel welcome and involved in school life.
- Be well informed about their child's learning.
- Have opportunities to support learning at home.
- Share views and take part in discussions about education.

Parent Forum and Parent Council

- Every parent with a child at school is part of the Parent Forum.
- Each school has a Parent Council, a formal group that represents parents' views and works with the school to improve learning and experiences.

Connect – Supporting Parent Councils

All Parent Councils in South Lanarkshire are members of Connect, Scotland's national organisation for parent groups. Connect offers:

- Free training and advice for Parent Councils.
- Resources and guides to help parents support learning.
- Insurance cover for Parent Council activities. Find out more at <https://www.connect.scot>.

Other Helpful Resources

- Parentzone Scotland – Practical advice and information about learning, additional support needs, and how to get involved: [Parentzone Scotland | Education Scotland](#)
- National Parent Forum of Scotland – Guidance and updates for parents: <https://www.npfs.org.uk>.

Getting Involved

Interested in joining the Parent Council or helping in school? Contact your school office or visit the Council website for details.

7. The Curriculum

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

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

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

- Expressive Arts
- Languages and Literacy
- Health and Wellbeing
- Mathematics and Numeracy
- Religious and Moral Education
- Science
- Social Studies
- Technologies

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

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

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

For Roman Catholic Schools

In a letter of guidance issued by the Scottish Government in February 2011, it is acknowledged that Catholic schools take a distinctive approach to the provision of Religious Observance:

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

Languages and Literacy

Children learn to listen, speak, read and write so that they can express themselves in speech and writing with confidence, pleasure and precision. Literacy is the key to all learning and is an essential part of our planning in all areas of the curriculum.

A variety of resources are used to help create a structured, integrated programme of reading work which includes Bug Club, Rigby Star and Literacy World books. Reading for information and enjoyment is encouraged through the use of programmes at different stages in the school. Reading strategies are introduced at different stages to give pupils a range of techniques on how to explore their books. Higher order thinking and questioning skills are also used to develop reading techniques.

Writing skills and strategies are taught via many different contexts, with areas such as vocabulary, sentence structure, punctuation and spelling experienced in a progressive way. The skills to write in different ways are also developed – with pupils undertaking personal, functional and imaginative writing.

Our phonics and spelling follows the North Lanarkshire Active Literacy Approach which is a progressive, coherent programme for our learners.

A lot of learning comes through being actively involved in the learning process and we teach active learning strategies throughout the school. This means that children are challenged to think about their learning, set targets for development and evaluate their own learning on a regular basis. This includes the skills of talking and listening.

We are working hard to ensure we give our pupils a great start with learning other languages. French is delivered from P1 through to P7.



Mathematics and Numeracy

Mathematics is the study of the properties, relationships and patterns in number and shape, and the application of this knowledge to analyse, interpret, simplify and solve problems. Mathematics is important in everyday life allowing us to make sense of the world around us. Children are encouraged to learn actively throughout the school to allow the children to explore, discover and learn in a 'hands on' manner. Pupils are also given the opportunity to solve problems using a range of strategies. A variety of resources are used to support learning and ensure progression and development of mathematical knowledge and numeracy.

Health and Wellbeing

The purpose of the Health and Wellbeing curriculum is to develop the knowledge, understanding skills, capabilities and attributes necessary for mental, emotional, social and physical wellbeing. It is the responsibility of every teacher to contribute to learning and development in this area.

Physical Education is included in this area of the curriculum. We teach all children the value of participation in a range of sporting and physical activities. We strive for excellence in sport and believe that competition is an important part of children's learning and development. Each pupil is entitled to two hours of Physical Education per week.

Other areas of Health and Wellbeing include:

- planning for choices and change (career education)
- food and health
- substance misuse
- relationships, sexual health and parenthood

Social Studies

In Social Subjects the learning is based around themes, topics and projects which help develop skills and knowledge of People, Past Events and Societies, People, Place and Environment and People in Society, Economy and Business. The local environment provides many areas for study. Our Social Studies topics and projects involve many links with other areas of the curriculum and visits in the local community and further afield. Much of our Social Studies learning is taught through Interdisciplinary Topics, where learning from different areas of the curriculum is integrated.

Expressive Arts

By linking their learning experiences to their imagination, children learn to express themselves and appreciate the expression of others through Art, Music, Dance and Drama. These subjects are taught so that children can learn the necessary skills, develop an awareness of beauty and promote their individual talents. Often the work is based around a theme or as part of Interdisciplinary Learning, which utilises a number of areas of the curriculum.



Sciences

Science is taught through both specific lessons and appropriate links with other areas of the curriculum. The Science curriculum provides children with many opportunities to develop their practical investigative skills. Areas of Science covered in Dalsersf Primary include...

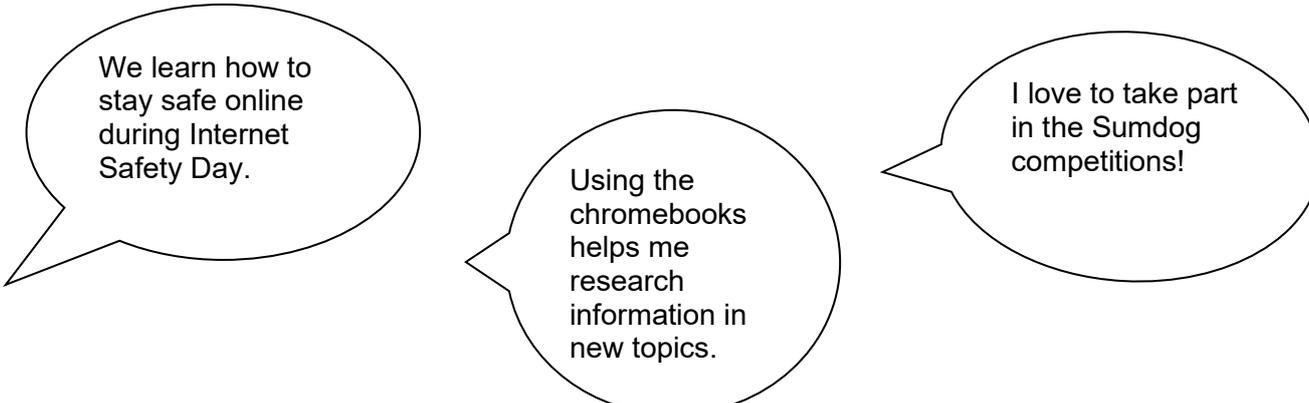
- Planet Earth
- Forces, electricity and waves
- Biological systems
- Materials
- Topical Science



Technologies

We work hard to keep pace with new developments in technology so that our pupils will have the skills needed to succeed in modern society. We have recently purchased more digital cameras, audio equipment, laptops and chromebooks to allow pupils opportunities to use digital literacy across the curriculum.

Our network allows all pupils access to the internet and the security filter means that pupils can access only suitable material. All pupils / families are asked to sign an Internet Access Agreement. Other technology work is undertaken in the context of themed projects or stand-alone units focusing on a particular aspect of design or uses of technology in society. All classrooms in the school have whiteboard screens and we have wireless access throughout the building.



We learn how to stay safe online during Internet Safety Day.

Using the chromebooks helps me research information in new topics.

I love to take part in the Sumdog competitions!

Skills for Learning, Life and Work

Our whole curriculum is geared towards giving our pupils the skills they will need in the ever changing world we live in. Even from an early age we focus on the importance of talking to an audience, our senior pupils are given opportunities for public speaking and even interview skills. We focus on changes in technology and how that will benefit society in the future. Enterprise and the world of work are central to many of our programmes. Teachers consider this aspect of development when they plan experiences and topics for the children.

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

As a non-denominational school we ensure that our RME programme does not promote one religion to the exclusion of other beliefs. We aim to give children knowledge of the basic tenets of religion, its place in our society and in the wider world.

Class assemblies are led by the children and parents often have the opportunity to join us. Our focus is on working with families to help children develop values such as kindness, honesty, teamwork and respect that will help them to become responsible and caring members of society.

Scottish Government Ministers consider that religious observance complements religious education and is an important contribution to pupils' development. It should also have a role in promoting the ethos of a school by bringing pupils together and creating a sense of community.

There is a statutory provision for parents to withdraw children from participation in religious observance. This right of parents' wishes will be respected.

Where a child is withdrawn from religious observance, schools will make suitable arrangements for the child to participate in a worthwhile alternative activity.

Withdrawal from religious observance should be communicated to the Head Teacher in writing.

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

8. Assessment and tracking progress

We want to share with you on how your child's learning is progressing. We do this through our parental meetings (twice yearly) and the sharing of Spotlight Jotters which give a snapshot of your child's work at particular points in the year.

In all areas of the curriculum staff use summative assessment (such as diagnostic tests or class assessments), formative assessment strategies, which involve pupils in assessing their own work against given targets, and teacher professional judgement to gather and record evidence of children's progress. Pupils are regularly encouraged to self and peer assess their work, as well as set future targets.

Regular formal assessment is undertaken to ensure that the work being taught is understood and skills are progressing. We have a number of assessment procedures, including Early Literacy Screening Assessments (for Primary 1) as well as reading and spelling age assessments for all P2 – P7 pupils. Robust assessment combined with teacher judgement helps to identify any potential areas of difficulty for our pupils and plan appropriate interventions to support them. The development of other assessment procedures is ongoing and will continue to be developed over the coming sessions in line with advice from SLC.

Although assessments are ongoing, we follow an assessment calendar across the year to ensure that due time is given to the three main curricular areas of Literacy, Numeracy and HWB. We are currently developing the use of Learning Logs and Assessment Portfolios to give a full picture of a child's progress through Curriculum for Excellence levels.

Specific assessment information is recorded on a tracking and monitoring document which enables staff to identify trends and any gaps in learning. This acts as a discussion point when staff and the Head Teacher are discussing attainment and achievement.

Our children complete a Spotlight Jotter during the second week of terms 2, 3 and 4. In order to help to assess and track their progress they complete one piece of Maths work, one piece of Health And Wellbeing work and one piece of creative writing. The children self-assess their work by traffic lighting it and they are also involved in peer assessment.

Staff are also involved in moderation activities across the school and within the wider learning community. This enables teachers to share good practice and ensure that consistent standards are in place across, and beyond, the school setting.

As part of our wider tracking and monitoring procedures we record children's extra-curricular participation in school and non-school based activities. We try to ensure that children have opportunities to participate in a range of extra-curricular activities and regularly seek their opinions on what they would like to see offered by the school.

9. Reporting

Reports are provided in Term 4 (May/June) each year so that parents can learn how their child is progressing. In addition, the school offers appointments so that parents can discuss their child's education.

Our 'learner reports' will help parents to get to know more about their child's strengths, achievements and areas for development so they know what encouragement and support they can give. We welcome any comments or additional information from parents to help us provide the best possible education.

10. Enrolment and Transitions

Enrolment – how to register your child for school.

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

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

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

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

If your child is due to start school in August 2026, you can enrol online from Monday 5 January 2026. Your catchment school will contact you between Monday 12 and Friday 16 January 2026 to confirm your enrolment.

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

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

Change of School/Placing Request

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

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

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

Transition from primary to secondary school

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

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

11. Support for Pupils

Getting it right for every child.

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

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

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

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

Support for All (Additional Support Needs)

All children have the right to get the support they need to reach their full learning potential. In Scotland, we have an inclusive educational system which focuses on overcoming barriers to learning and [Getting it right for every child](#) (GIRFEC).

Some children need additional support to benefit fully from their education. Additional support needs can arise, in the short or long term, from a variety of circumstances including:

- the learning environment
- family circumstances
- health or disability needs
- social and emotional factors

At Dalserf Primary School we strive to enable all children reach their full potential. The Head Teacher works collaboratively with class teachers, the Specialist Support teacher, Educational Psychologist and Senior Manager for Pupil Support (when appropriate) to support children who are experiencing difficulties or who may need more challenge. We work in partnership with parents/carers and outside agencies to ensure we are meeting the needs of all learners in a positive and inclusive way.

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

Enquire – the Scottish advice service for additional support for learning

Enquire offers independent, confidential advice and information on additional support for learning through:

Phone Helpline: 0345 123 2303

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

Email Enquiry service: info@enquire.org.uk

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

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

If you would like to order our leaflets, postcards or guides to share with parents and carers of pupils in your school, please contact us on info@enquire.org.uk

Attachment Strategy for Education Resources

Attachment – what we do to support children and young people

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

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

What does it set out to do?

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

How can I find out more?

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

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

Promoting Positive Relationships and Understanding Distressed Behaviour (PPRUDB)

PPRUDB is South Lanarkshire's framework for understanding and managing behaviour in schools. It emphasises that all behaviour is a form of communication, often indicating unmet needs, and stresses the importance of building positive relationships as a fundamental skill for teachers and a preventive approach to distressed behaviour. The guidance aligns with key Scottish Government policies and legislation and supports the development of safe, inclusive, and nurturing school environments.

Children and young people who feel safe, healthy, respected, and included are more likely to develop self-confidence and resilience. South Lanarkshire Council's attachment-informed, trauma-sensitive approach, aims to create a secure base and safe haven to reduce the impact of adverse childhood experiences. School staff recognise that distressed behaviour can stem from disrupted

attachment, anxiety, and other complex needs, including neurodevelopmental conditions and limited communication skills.

When incidents of distressed behaviour arise in schools, staff will use a range of strategies to de-escalate situations and prevent re-occurrence. Strategies include structuring the environment with consistent routines and quiet areas, adapting communication to accommodate speech and sensory needs, and building positive relationships based on shared values. Setting clear limits with dignity, active listening, and inclusive teaching practices support behaviour management. Planning for transitions and using support plans like Additional Support Plans (ASPs) and Behaviour Assessment and Support Plans (BASPs) assist in addressing individual needs.

Each educational establishment should use the PPRUDB framework to develop and implement a relationships and behaviour policy through consultation with staff, pupils, and parents, reviewing it every three years.

Further information is available from the Headteacher of the establishment your child attends.

12. School Improvement

A Standards and Quality Report is compiled towards the end of each session. Last session's report was written to include the school's main achievements until June 2024. Annual School Improvement plans and Standard and Quality Reports are shared with Parents and can be found under Key Documents on the School Website.

13. School policies and practical information

School Meals

Primary pupils

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

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

For their lunch each day pupils have the option to choose from two hot meal options (one being vegetarian option) plus a sandwich selection everyday.

All meals also come with fresh chilled drinking water, vegetable choice, salad selection, seasonal fruit and depending on the day - soup or a dessert.

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

Pupils in:

Primary 1 - 5 receive a free school lunch

Primary 6 - 7 meal cost is £2.62

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

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

Adapted diets

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

Free School Meals

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

- Income Support
- Income-based Job Seeker's Allowance
- Income-based Employment and Support Allowance
- Scottish Child Payment (P6 and P7 pupils)
- Support under Part VI of the Immigration and Asylum Act 1999
- Universal Credit (and your earned income is less than £850 as assessed by the Department for Work and Pensions in the assessment period immediately preceding the application for free school meals)

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

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

Further information can be found at [Free school meals - South Lanarkshire Council](#) or by accessing the QR below -



School uniform

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

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

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

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

- clothing with slogans that may cause offence (anti-religious, symbolism or political slogans)
- clothing which advertises alcohol, tobacco, or drugs

- clothing which can be deemed unsuitable in terms of health and safety grounds such as shell suits, combat style clothing, dangling earrings, loose fitting clothes particularly in practical classes.
- articles of clothing that could be deemed to inflict damage on other pupils or be used by others to do so.
- footwear that may damage flooring.

Allergies

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

Health Care Plans

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

Mild Symptoms

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

Employee Training

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

Policy Adherence

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

Mobile Device Policy

Our school follows South Lanarkshire Council guidance on mobile device use, which is rooted in Scottish Government policy. Mobile technology can support learning and communication, but it can also disrupt lessons and affect wellbeing if misused. To maintain a safe, respectful, and inclusive learning environment, pupils are expected to use mobile devices responsibly and in line with school rules.

Devices should not be used during class unless specifically permitted for learning purposes.

The policy has been developed in consultation with pupils, parents, and staff to balance the benefits of technology with the need to minimise distractions and protect privacy. We ask parents to support this approach by reinforcing responsible use at home and ensuring that devices are used appropriately.

Support for parent/carers

Clothing grant

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

Eligibility criteria and online applications can be found at www.southlanarkshire.gov.uk.

Or via this link [Clothing grants - South Lanarkshire Council](#)

Should you require further information, or you are unable to submit an application online then please contact the helpline number **0303 123 1011** (option 5).

School hours/holiday dates

The start time, lunch time and closing time for each day should be listed.

Information on holiday dates (including in-service days) should be provided for the forthcoming session.

School holiday dates and in-service dates are available from the website

www.southlanarkshire.gov.uk

School holiday dates 2026/2027

These school holiday and in-service dates were approved by the Education Resources Committee on Tuesday 29 October 2024.

August 2026

- *Tuesday 11 August - teachers return*
- *Tuesday 11 and Wednesday 12 August - in-service days (all schools)*
- *Thursday 13 August - pupils return to school*

September 2026

- *Friday 25 September and Monday 28 September (September weekend holiday)*

October 2026

- *Monday 12 to Friday 16 October (October break)*

November 2026

- *Monday 9 November (in-service day)*

December 2026 and January 2027

- *Tuesday 22 December (schools close at 2.30pm)*
- *Wednesday 23 December to Wednesday 6 January 2027 (Christmas/New Year break)*
- *Wednesday 6 January 2027 - pupils return to school*

February 2027

- *Monday 15 and Tuesday 16 February (February break)*
- *Wednesday 17 February (in-service day)*

March 2027

- *Friday 26 March (Good Friday)*
- *Monday 29 March (Easter Monday)*

April 2027

- *Friday 2 April (schools close at 2.30pm)*
- *Friday 5 April to Friday 16 April (Spring break)*
- *Monday 19 April - pupils return to school*

May 2027

- *Monday 3 May (May day)*
- *Thursday 7 May (in-service day - all schools)*
- *Friday 28 May and Monday 31 May (Local holiday)*

June 2026

- *Friday 25 June (schools close at 1pm for summer break)*

***Lanark schools will close on Thursday 11 and Friday 12 June 2026*

Pupils attend school for 190 days and teachers attend for 195 days.

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

Transport

General information on school transport should be given. The following statement should be incorporated in all handbooks.

School transport

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

More details on school transport can be found at the following link including the online application form:

https://www.southlanarkshire.gov.uk/info/200186/primary_school_information/545/school_transport

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

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

A new application must be made each year.

More details on Privilege school transport may be found here:

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

Pick-up points

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

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

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

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

Any other information on transport appropriate to the school should be mentioned.

Insurance for Pupils' Personal Effects

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

Insurance for Pupils' Personal Belongings

Personal Items

- The Council cannot accept responsibility for the loss or theft of personal belongings, including mobile phones, tablets, or other valuables. These are brought to school at the pupil's and parents' own risk.

- To reduce the chance of loss, please avoid sending expensive or unnecessary items to school.
- School staff are not permitted to look after pupils' personal belongings.
- This policy also applies to musical instruments and equipment used for school activities. If these items are left at school, it is at the pupil's and parents' own risk.
- For valuable items such as musical instruments, parents should make sure they are covered by their own household insurance.

Clothing

- The Council will only consider claims for damage to pupils' clothing if the damage was caused by negligence on the part of the Council or its employees.
- Claims for any other reason cannot be accepted by the Council's insurers.

Promoting positive behaviour

It is the responsibility of staff within the school to ensure that parent council members, parents and pupils are involved in the creation of a positive school ethos that encourages good behaviour. Equally, the school whilst trying to promote positive behaviour must support young people should incidents or bullying occur. Parents have a significant role to play in working with the school so that teachers, parents, and pupils know what is expected of them in trying to change the behaviour and attitudes that contribute to bullying behaviour.

Our approach is to create an environment where better behaviour will encourage better learning. The school, along with the support of parents, can work together to create a learning environment which young people can enjoy and feel safe.

Incidents of bullying should be reported to the school immediately so that each alleged incident can be looked at. Together we can work towards creating a safer school for children and staff.

In addition, a guideline (Promoting Positive Relationships and Behaviour) has been produced to support all teaching and support staff and inform them of their roles and responsibilities in respect of dealing with the small number of children and young people who display challenging behaviour. Early identification is crucial so that intervention can be provided to support children and young people to help them address their issues and concerns. Staff training is provided to help develop the skills needed to respond to and manage challenging behaviour. A wide range of appropriate staff development opportunities has been developed for this purpose.

Child Protection

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

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

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

All staff have a responsibility to report any suspicions that a child has been abused or is at risk of harm, abuse, or neglect. Robust procedures and guidance are in place to support education staff to: -

- be alert to signs that a child may be experiencing risks to their wellbeing,
- report concerns to the head of establishment or the child protection coordinator without delay.
- be actively engaged in support and protection and development of wellbeing.

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

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

Our Commitment to Children's Rights

In line with the United Nations Convention on the Rights of the Child (UNCRC), our school is committed to respecting and promoting every child's rights. We believe that children have the right to express their views on matters that affect them, and we will actively listen and take these views into account when making decisions.

To achieve this, we will:

- Create opportunities for pupils to share their opinions through class discussions, pupil councils, and consultation activities.
- Ensure that decisions about school policies and practices consider the voice of the child.
- Promote an inclusive, rights-respecting environment where every child feels valued and heard.

This approach supports our aim to empower learners, strengthen partnerships with families, and uphold equality and participation for all.

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

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

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

Privacy Notice

Introduction

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

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

Using your personal information

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

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

When you enrol for a nursery or school, we ask for the following information:
parent/carer contact details (name, address, phone, email).
the child’s name, date of birth, gender, and address.
information about medical conditions, additional support needs, religion, and ethnicity.
any information you may wish to provide about family circumstances.

Information we collect at other times.

We will also collect information at other times such as when you apply for a benefit, request a services or other support. We will provide an additional privacy notice at these times.
If you apply for an education service or benefit, such as school transport, free school meals, clothing grant, placing request or EMA, we will also ask for personal information as set out above.
We will also ask for information about your income for education benefits applications.

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

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

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

Information that we collect from other sources.

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

Why do we need this information?

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

- for the education of children, young people and adult learners.
- for teaching, enrolment, and assessment purposes and to monitor the educational progress of children, young people and adult learners;
- to keep children and young people safe and provide guidance services in school;
- to identify where additional support is needed to help children, young people and adult learners with their learning;
- to maintain records of attendance, absence and behaviour of children and young people (including exclusions);
- to support children and young people moving on each year from nursery to primary, primary to secondary and when they move or leave school;
- to help us develop and improve education services provided for young people, adult learners, or families

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

We will share your information with:

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

- The Scottish Government and bodies such as Education Scotland, Scottish Qualifications Authority, Skills Development Scotland, and other organisations that support children and young people's learning.
- Other parts of the Council when required for services such as school meals, school transport, education benefits and with Social Work in connection with any child protection concerns we become aware of.
- The NHS, to support health initiatives in accordance with the legal obligation on the Council in terms of section 39(3) of the National Health Service (Scotland) Act 1978.
- South Lanarkshire Leisure and Culture Limited, where children and young people are participating in sports and leisure activities.
- Other schools/local authorities – if a child moves or transfers to another school the Council has an obligation to pass on information with regards to pupil records to the new school/local authority.

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

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

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

The Freedom of Information (Scotland) Act 2002

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

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

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

Freedom of Information Officer
Education Resources
South Lanarkshire Council
Council Offices, Almada Street,
Hamilton, ML3 0AA

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

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

Appendix A

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

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

Additional Information

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

Parental Involvement

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

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

School Ethos

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

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

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

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

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

Curriculum

Information about how the curriculum is structured and curriculum planning.

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

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

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

Information on the Senior Phase

Information on Skills for learning, life, and work

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

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

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

Assessment and Reporting

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

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

Curriculum for Excellence fact file - Assessment and qualifications.

Information on recognising achievement, reporting, and profiling.

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

Transitions

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

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

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

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

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

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

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

Support for Pupils

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

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

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

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

School Improvement

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

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

Scottish Credit and Qualifications Framework (SCQF).

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

Amazing Things - information about youth awards in Scotland.

Information on how to access statistics relating to School Education.

School Policies and Practical Information

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

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