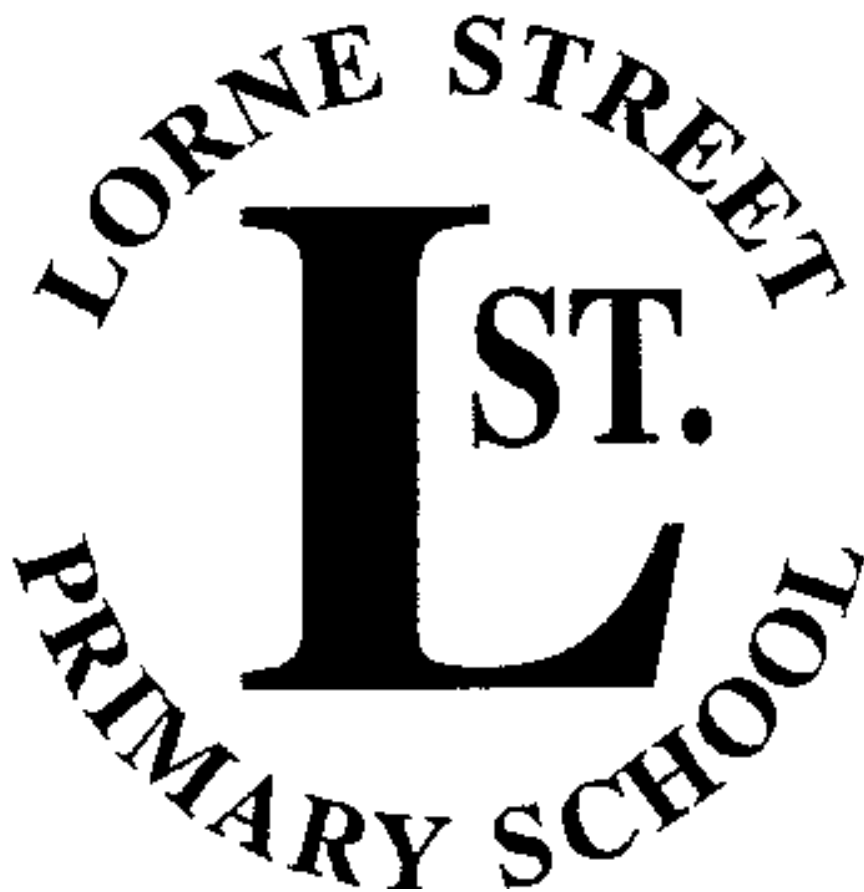


LORNE STREET
PRIMARY

SCHOOL HANDBOOK

2013 - 2014



LORNE STREET PRIMARY SCHOOL

HANDBOOK

2013 – 2014

WELCOME TO LORNE STREET PRIMARY SCHOOL

The information in this handbook will give you an idea of the work we do in the school.

We encourage home and school to work together in order to give our pupils the best start.

We aim to help each child achieve his/her potential in all areas of learning. We hope to instil in all our pupils positive values which will equip them to achieve their potential both in school and also in society. We encourage all our pupils to respect others, regardless of race, sex or religion.

All the staff at Lorne Street try to make sure that the children will enjoy their time with us. If you have any questions or concerns please do not hesitate to contact us. We will do our best to sort things out as quickly as we can.



Marjory Thompson
Head Teacher

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

SECTION 1

SCHOOL INFORMATION

- a. School name Lorne Street Primary
- b. Address 28 Lorne Street. Glasgow. G51 1DP
- c. Telephone Number 0141 427 1315
- d. Fax Number 0141 427 5185
- e. Email
headteacher@lornestreet-pri.glasgow.sch.uk
- f. GCC website
www.glasgow.gov.uk/en/residents/goingtoschool
- g. School capacity 328
(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 the classes are organised).
- h. Present Roll 219
- i. Stages covered Primary 1 to Primary 7
- j. Denominational Status Non-denominational
- k. Single Sex/Co-educational Co-educational
- l. Community facilities The school is available on any evening. If a let is required please write to the following address:
Letting Section
Glasgow Life
343 St George's Road
Glasgow
G3 6TQ
Tel: 0141 302 2814/5/6/7 or
0141 287 2879
Fax: 0141 302 2820

Email: communityletting@glasgowlife.org.uk

m. Parent Council

If anyone is interested in joining the Parent Council please contact Miss Thompson or Mrs Nadeem, Chair of Parent Council.

n. Learning Community

Lorne Street Primary is a part of Bellahouston/Govan Learning Community. The other schools being Bellahouston Academy (including School of Sport), Govan High (including Autism Unit), Glendale, Ibrox (including Nursery Class), Mosspark (including Nursery Class), Pirie Park, Pollokshields and Riverside Primaries, Pollokshields Early Years Centre, Broomloan, Festival Park and Nithsdale Road Nurseries, Cartvale School and Hazelwood School.

SCHOOL STAFF

Head Teacher M Thompson

Depute Head K Maclean

Principal Teacher S Steel

P1 J Clark

P2/1 F Zokas

P3/2 R Anwar/P Gunn 0.5

P4/3 L Fraser

P5/4 C Mulgrew

P5 L Corlett

P6 K Hunter

P7 N Mackay

P6 and P7 Mathematics and Language setting	N Collinson
English as a Second Language	H Cook/N Ibrahim(0.5)
Music Specialists	V Singh
Clerical Assistants	J Brown /A Hunter
Pupil Support Assistants	M Frew A Graham A Quinn N Sehgal
Janitor	M McDonald
Day Cleaner	E Devine
Dining Supervisor	C McGowan

SCHOOL HOURS

School Opens	9.00am
Morning Interval	10.30 – 10.45 am
Lunch	12.15 – 1.00pm
School Closes	3.00pm.

(Primary 1 children come to school in the morning only – till 12.15pm – until the end of the first week in September after which they stay in school till 3.00 pm)

School Year 2013/2014

<u>Re-opening</u>	Teachers: Monday August 12 2013 Pupils: Wednesday August 14 2013
September Weekend	Friday September 27 2013 and Monday September 30 2013

Mid Term 1	Monday October 14 2013 to Friday October 18 2013 inclusive
Christmas/New Year	Monday December 23 2013 to Friday January 3 2014 inclusive
Mid Term 2	Monday February 10 2014 and Tuesday February 11 2014
Spring Holidays	Monday April 7 2014 to Monday April 21 2014
May Day	Monday May 5 2014
May Weekend	Friday May 23 2014 and Monday May 26 2014
School Closes	Wednesday June 25 2014
In-Service Days	Monday August 12 2013 Tuesday August 13 2013 Thursday September 26 2013 Wednesday February 12 2014 Thursday June 5 2014

COMMENTS AND COMPLAINTS

If you have a comment or complaint please approach the Head of Establishment in the first instance.

If the Head of Establishment does not resolve the issue to your satisfaction, you should contact our Customer Liaison Unit who will:

- Take a totally neutral stance in fully investigating your complaint;
- Acknowledge receipt of your complaint within five working days;

- Give a full written response within a further 10 working days, unless another timescale has been agreed.

The Customer Liaison Unit can be contacted by phone or e-mail:

Phone 0141 287 5384

e-mail education@glasgow.gov.uk

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

ADDRESSES

Executive Director of Education Services: Maureen McKenna

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

Local Councillors:

Councillor James Adams
Councillor Stephen Dornan,
Counillor Allison Hunter
Baillie Fariha Thomas

Each term parents receive a newsletter from the head teacher which gives information about school priorities, parent council meetings, achievements/successes, after school clubs, curricular events. Parents will also receive termly class newsletters which give a flavour of the work each class will be doing and how parents can help.

Each teacher has a monthly drop in time when parents can speak to teachers without an appointment. Staff will always meet with

parents to discuss any concerns you may have regarding your child/ren.

Absence procedures

If your child is unwell, please telephone the school between 8.30am and 9.00am to let the school know they will be absent.

SECTION 2

SECTION TWO: PROMOTING PARENTAL INVOLVEMENT

Lorne Street Primary has a wide range of opportunities in place for parents to involve themselves in their child's education and to get involved in the wider life of the school .

a) With the Individual Child/Young Person

- ❖ Sharing work programmes in advance / homework prompts
- ❖ Working on individual attendance incentives.
- ❖ Agreeing individualised targets for learning and behaviour (in the context of Additional Support for Learning legislation or a Personal Learning Programme)

b) In the Classroom

- ❖ Sharing skills as a helper or speaker
- ❖ Parental workshops or focus groups
- ❖ Progress or Information evenings
- ❖ Attending class presentations, concerts or assemblies given by the children.
- ❖ Becoming involved in Enterprise and Employability activities
- ❖ Taking part or leading extra curricular activities
- ❖ Helping with school shows and performances
- ❖ Using their talents and skills to the benefit of children

c) In Educational Establishments

- ❖ as a member of the Parent Council
- ❖ attending social/fund-raising events
- ❖ receiving letters and newsletters
- ❖ access to emails and websites
- ❖ parent information events
- ❖ open days, evenings/workshops

- ❖ library/book events
- ❖ sharing experience or expertise with the school
- ❖ Leading consultation events for parents.

Expectations: Information and Involvement

We are committed to providing parents with all the information they require about their child's education.

The kind of information will vary according to needs, but the process is based on:

- ❖ a genuine two way exchange of information
- ❖ trust and openness
- ❖ a commitment to shared goals
- ❖ a willingness to support the child/young person/parent
- ❖ the development and maintenance of high expectations among staff and parents
- ❖ a commitment to ensure that each child will achieve their potential.

The following list illustrates some of the ways we provide information, communicate with parents and listen to their views

a) about their child as learner:

- ❖ the curriculum/learning programme/units of work
- ❖ the ways in which learning is assessed
- ❖ how and when progress is reported
- ❖ advice on supporting learning at home
- ❖ sharing of topics/coursework at the end of units
- ❖ opportunity for parents to comment on work completed by the learner or on progress reports (This will be part of a positive two way communication e.g. comments on early reading/writing encouraging and praising the child).

b. about the school:

- ❖ sharing and explaining policies
- ❖ sharing school aims
- ❖ sharing expectations
- ❖ explaining teaching methods
- ❖ reporting performance: reports (oral and written):other school achievements

- ❖ providing regular communications: newsletters and updates which encourage a two way flow of information, ideas and suggestions
- ❖ involvement in reviews/audits/questionnaires/surveys
- ❖ writing letters, making telephone calls and arranging meetings.
- ❖

c. to support the parent:

- ❖ providing opportunities for parents to learn about how they can best contribute
- ❖ providing opportunities for adult learning; parenting support
- ❖ sharing expectations of the quality of the service support groups: non attenders; behaviour difficulties; support for learning.

SECTION 3

School Ethos

1

Children and young people can raise their achievement at school and improve the quality of their lives if they learn what their rights and responsibilities are according to the United Nations Convention on the Rights of the Child and how to use this understanding as a guide to living. Children will know how to go about making informed decisions and become confident, active citizens if this rights/ responsibilities guide to living is introduced at an early age and is reinforced throughout school life. Through our work in Rights Respecting Schools this session we hope our pupils will gain an even greater sense of inclusion, belonging and that they matter. Learning that they have certain rights, now, simply because they are a child provides a starting point for building self esteem. Learning that the way things are done in school is based on rights and responsibilities drawn from the articles of the UNCRC connects with all children because:

- It appeals to their self interest
- It connects them to children everywhere
- It derives from a higher authority and is not simply the school's rules/ mission statement

Through exploring rights and freedom to enjoy these rights, our children will begin to understand how their actions can affect the

rights of others. They will develop a much greater awareness of their role in ensuring the rights of others around them are not infringed as a result of their own behaviour or actions.

In Lorne Street Primary School our pupils are given a voice and are involved in decision making through involvement in pupil groups. They have worked together with staff and members of the local community to establish our mission, values and aims.

Our mission is that all pupils, staff, parents and the community are happy, healthy, feel welcomed, work together, celebrate success and are treated equally.

We strive to be welcoming, happy and for all to be safe. We are continually aiming high to ensure all pupils learn new skills, respect themselves and others and develop into confident citizens.

Throughout every working day we endeavour to uphold our shared values of respecting each other and property, being honest, caring, trustworthy and kind.

We aim to help each child achieve his/ her potential in all areas of learning and instil in them our positive values which will equip them to achieve their potential both in school and society.

2

The religious and moral education programme is structured to accommodate all faiths including Diwali, Christmas, Chinese New Year, Eid and Moral Education such as caring, families and friendship. The school Chaplain from Kinning Park Church visits the school regularly. We also have regular assembly visits from Harper Memorial Baptist Church.

3

Lorne Street Primary School is an integral part of the community and regularly takes part in local events. The school makes regular use of outside agencies such as the Library, Police, Fire Brigade, Education service and Govan Initiative.

We have well established business links with local businesses such as Ibrox Study Support, I.T.V, B.B.C, Asda and we are continually looking to extend our working relationships.

We are currently developing Global Citizenship through establishing international links and through our work in Rights Respecting Schools.

A variety of educational visits and events are part of school life and parents are notified of these in advance. Parents are encouraged to help and support these activities.

Our fundraising activities include both school and charity, to raise an awareness of the need to help the wider community as well as each other.

We often give choir concerts to local nursing homes and perform in local churches as well as performing for charity at the St Enoch's Centre.

4

Our school operates a range of initiatives/strategies, which allow the school to promote positive behaviour both at classroom and whole school level.

Strategies employed to create an engaging and empowering climate for learning

- Lorne Street Primary promotes a sense of order and security at all times within an environment which is welcoming and calm.
- We ensure the layout within the school and classrooms are conducive to learning.
- The learning climate is positive, promoting a 'Can Do' attitude.
- All staff trust pupils and give them responsibility.
- Lorne Street Primary has a consistent approach to establishment rules.
- Effective planning mechanisms are in place to ensure an appropriate, flexible and differentiated curriculum which meets learning needs.
- A staged intervention approach is adopted within the establishment to ensure learning needs are met.
- The responsibility of all staff in supporting the learning of all pupils is recognised.
- Pupils' interests and prior knowledge and experiences are considered.
- A wide range of formative strategies are incorporated into challenging, stimulating activities so that pupils are motivated to take ownership of progress in their learning.
- Collaborative and cooperative approaches promote quality social interaction between pupils.
- A suitable balance of class, group and individual learning opportunities are offered to accommodate a range of learning styles.

- Pupils benefit from programmes such as PATHS in which positive behaviour strategies are taught explicitly.

Strategies employed to promote relationships built on mutual trust and respect

- In Lorne Street Primary School high quality personal interaction between all members of the learning community, including parents/ carers and partner agencies is promoted and valued.
- Parents and carers are welcome at all times in Lorne Street primary and are encouraged to participate in their children's learning.
- Staff has a good understanding of pupils learning, interests and development.
- High expectations are shared within trusting, friendly and open relationships.
- High level support is provided for all.

Strategies employed to promote staff support and development

- All staff in Lorne Street Primary School participate in continuous professional development to allow the development of appropriate skills.
- Glasgow On-Line intranet site is available to all staff and supports C.P.D in learning and teaching.
- Planned opportunities for staff to share good practice.
- Planned collegiate evenings.
- In-service training days.
- Joint learning Community training days.
- All staff involved in school working parties to take forward school improvement
- Staff consulted through self evaluation process.

Approaches to Positive Behaviour

Within our school a range of approaches exists to promote positive behaviour based on improved relationships, engagement, motivation and emotional wellbeing. These include:

- Presentation of weekly Gold Awards
- S.M.T behaviour recognition stickers
- Photographs of Gold award winners displayed in main hall
- Excellent work displayed in main hall
- Photographs of class achievements displayed in main hall
- Golden rules displayed in classrooms and reinforced at Assembly
- Promoting a culture of positive praise
- Formative comments given as feedback
- Catching pupils being good
- Target setting for individual pupil behaviour when required
- Class Awards – group/ individual points
- PATHS compliments lessons
- Pupil Responsibilities – group leaders/ messengers/ monitors
- Class newsletters
- School newsletters
- Pupils given responsibility through pupil groups
- Pupils given a ‘voice’ through pupil groups
- Promoting Rights Respecting Schools

SECTION 4

Section 4

Curriculum

Curriculum for Excellence is being implemented for 3-18 year olds. It aims to raise standards, prepare our children for a future they do not yet know and equip them for jobs of tomorrow in a fast changing world.

Curriculum for Excellence enables professionals to teach subjects creatively, to work together across the school and with other schools, to share best practice and explore learning together.

Teachers and practitioners will share information to plan a child’s “*learning journey*” from 3-18, helping their progression from nursery to primary, primary to secondary and beyond, ensuring the change is smooth. They’ll ensure children continue to work at a pace they can cope with and with challenge they can thrive on.

Curriculum for Excellence balances the importance of knowledge and skills.

Every child is entitled to a broad and deep general education, whatever their level and ability. It develops skills for learning, life and work to help young people go on to further study, secure work and navigate life. It brings real life into the classroom, making learning relevant and helps young people apply lessons to their life beyond the classroom. It links knowledge in one subject area to another helping children understand the world and make connections. It develops skills so that children can think for themselves, make sound judgements, challenge, enquire and find solutions.

There's personal support to help young people fulfil their potential and make the most of their opportunities with additional support wherever that's needed. There will be an 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 is to improve our children's life chances, to nurture successful learners, confident individuals, effective contributors, and responsible citizens, building on Scotland's reputation for great education.

Curriculum for Excellence covers the following 8 Curricular Areas:

Health and Wellbeing
Mathematics
Literacy and English
Expressive Arts
Religious and Moral Education
Social Subjects
Technologies
Sciences

Health and Wellbeing

Learning in Health and Wellbeing ensures that children and young people develop the knowledge and understanding, skills, capabilities and attributes which they need for mental, emotional, social and physical wellbeing now and in the future. Learning

through health and wellbeing enables children and young people to:

- make informed decisions in order to improve their mental, emotional, social and physical wellbeing
- experience challenge and enjoyment
- experience positive aspects of healthy living and activity for themselves
- apply their mental, emotional, social and physical skills to pursue a healthy lifestyle
- make a successful move to the next stage of education or work
- establish a pattern of health and wellbeing which will be sustained into adult life, and which will help to promote the health and wellbeing of the next generation of Scottish children.

Everyone within each learning community, whatever their contact with children and young people may be, shares the responsibility for creating a positive ethos and climate of respect and trust – one in which everyone can make a positive contribution to the wellbeing of each individual within the school and the wider community. There are many ways in which establishments can assist young people. These include peer support, buddies, breakfast or lunch clubs, safe areas, mentors, pupil support staff, and extended support teams. The responsibilities of all include each practitioner's role in establishing open, positive, supportive relationships across the school community, where children and young people will feel that they are listened to, and where they feel secure in their ability to discuss sensitive aspects of their lives; in promoting a climate in which children and young people feel safe and secure; in modelling behaviour which promotes health and wellbeing and encouraging it in others; through using learning and teaching methodologies which promote effective learning; and by being sensitive and responsive to the wellbeing of each child and young person. Practical responsibilities include understanding of anti-discriminatory, anti-bullying and child protection policies by all staff and knowledge of the steps to be taken in any given situation, including appropriate referral.

Mathematics

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

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

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

To face the challenges of the 21st century, each young person needs to have confidence in using mathematical skills, and Scotland needs both specialist mathematicians and a highly numerate population.

Building the Curriculum 1

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

The mathematics experiences and outcomes are structured within three main organisers, each of which contains a number of subdivisions:

Number, money and measure

- Estimation and rounding
- Number and number processes
- Multiples, factors and primes
- Powers and roots
- Fractions, decimal fractions and percentages

- Money
- Time
- Measurement
- Mathematics – its impact on the world, past, present and future
- Patterns and relationships
- Expressions and equations.

Shape, position and movement

- Properties of 2D shapes and 3D objects
- Angle, symmetry and transformation.

Information handling

- Data and analysis
- Ideas of chance and uncertainty.

Literacy

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

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

The Literacy and English framework promotes the development of critical and creative thinking as well as competence in listening and talking, reading, writing and the personal, interpersonal and team-working skills which are so important in life and in the world of work. The framework provides, for learners, parents and teachers, broad descriptions of the range of learning opportunities which will contribute to the development of literacy, including critical literacy, creativity, and knowledge and appreciation of literature and culture.

Throughout education, effective learning and teaching in literacy and English will involve a skilful mix of appropriate approaches including:

- the use of relevant, real-life and enjoyable contexts which build upon children and young people's own experiences
- effective direct and interactive teaching
- a balance of spontaneous play and planned activities
- harnessing the motivational benefits of following children and young people's interests through responsive planning
- collaborative working and independent thinking and learning
- making meaningful links for learners across different curriculum areas
- building on the principles of Assessment is for Learning
- frequent opportunities to communicate in a wide range of contexts, for relevant purposes and for real audiences within and beyond places of learning
- the development of problem-solving skills and approaches
- the appropriate and effective use of ICT.

The balance between these approaches will vary at different stages and across different sectors and areas of the curriculum. Continuing dialogue about learning and teaching approaches within and across sectors will help to ensure continuity and progression.

Expressive Arts

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

By engaging in experiences within the expressive arts, children and young people will recognise and represent feelings and emotions, both their own and those of others. The expressive arts play a central role in shaping our sense of our personal, social and cultural identity. Learning in the expressive arts also plays an important role in supporting children and young people to recognise and value the variety and vitality of culture locally, nationally and globally.

The expressive arts experiences and outcomes will support staff in planning challenging, inspirational and enjoyable learning and teaching activities in the following areas:

- art and design
- dance
- drama
- music.

Religious and Moral Education

Scotland is a nation whose people hold a wide range of beliefs from the many branches of the Christian faith represented throughout the land to the world's other major religions and to beliefs which lie outwith religious traditions. Such diversity enriches the Scottish nation and serves as an inspiring and thought-provoking background for our children and young people to develop their own beliefs and values.

Religious and moral education enables children and young people to explore the world's major religions and views which are independent of religious belief and to consider the challenges posed by these beliefs and values. It supports them in developing and reflecting upon their values and their capacity for moral judgement. Through developing awareness and appreciation of the value of each individual in a diverse society, religious and moral education engenders responsible attitudes to other people. This awareness and appreciation will assist in counteracting prejudice and intolerance as children and young people consider issues such as sectarianism and discrimination more broadly. Learning through religious and moral education enables children and young people to:

- recognise religion as an important expression of human experience
- learn about and from the beliefs, values, practices and traditions of Christianity and the world religions selected for study, other traditions, and viewpoints independent of religious belief
- explore and develop knowledge and understanding of religions, recognising the place of Christianity in the Scottish context

- investigate and understand the responses which religious and non-religious views can offer to questions about the nature and meaning of life
- recognise and understand religious diversity and the importance of religion in society
- develop respect for others and an understanding of beliefs and practices which are different from their own
- explore and establish values such as wisdom, justice, compassion and integrity and engage in the development of and reflection upon their own moral values
- develop their beliefs, attitudes, values and practices through reflection, discovery and critical evaluation
- develop the skills of reflection, discernment, critical thinking and deciding how to act when making moral decisions
- make a positive difference to the world by putting their beliefs and values into action
- establish a firm foundation for lifelong learning, further learning and adult life.

Religious and moral education is therefore an essential part of every child or young person's educational experience.

Social Subjects

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

Children and young people as they participate in experiences and outcomes in social studies will:

- develop their understanding of the history, heritage and culture of Scotland, and an appreciation of their local and national heritage within the world
- broaden their understanding of the world by learning about human activities and achievements in the past and present
- develop their understanding of their own values, beliefs and cultures and those of others
- develop an understanding of the principles of democracy and citizenship through experience of critical and independent thinking
- explore and evaluate different types of sources and evidence
- learn how to locate, explore and link periods, people and events in time and place
- learn how to locate, explore and link features and places locally and further afield
- engage in activities which encourage enterprising attitudes
- develop an understanding of concepts that encourage enterprise and influence business
- establish firm foundations for lifelong learning and for further specialised study and careers.

The social studies experiences and outcomes have been structured under the three main organisers:

- people, past events and societies
- people, place and environment
- people in society, economy and business.

Technologies

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- establish firm foundations for lifelong learning and for further specialised study and careers.

Sciences

Science is an important part of our heritage and we use its applications every day in our lives at work, at leisure and in the home. Science and the application of science are central to our economic future and to our health and wellbeing as individuals and as a society. Scotland has a long tradition of scientific discovery, of innovation in the application of scientific discovery, and of the application of science in the protection and enhancement of the natural and built environment. Children and young people are fascinated by new discoveries and technologies and become increasingly aware of, and passionate about, the impact of science on their own health and wellbeing, the health of society and the health of the environment.

Through learning in the sciences, children and young people develop their interest in, and understanding of, the living, material and physical world. They engage in a wide range of collaborative

investigative tasks, which allows them to develop important skills to become creative, inventive and enterprising adults in a world where the skills and knowledge of the sciences are needed across all sectors of the economy. Children and young people participating in the experiences and outcomes in the sciences will:

- develop a curiosity and understanding of their environment and their place in the living, material and physical world
- demonstrate a secure knowledge and understanding of the big ideas and concepts of the sciences
- develop skills for learning, life and work
- develop skills of scientific inquiry and investigation using practical techniques
- develop skills in the accurate use of scientific language, formulae and equations
- recognise the role of creativity and inventiveness in the development of the sciences
- apply safety measures and take necessary actions to control risk and hazards
- recognise the impact the sciences make on their lives, the lives of others, the environment and on society
- develop an understanding of the Earth's resources and the need for responsible use of them
- express opinions and make decisions on social, moral, ethical, economic and environmental issues based upon sound understanding
- develop as scientifically literate citizens with a lifelong interest in the sciences
- establish the foundation for more advanced learning and, for some, future careers in the sciences and the technologies.

Interdisciplinary Learning

In Lorne Street Primary we are committed to interdisciplinary learning.

Interdisciplinary learning enables teachers and learners to make connections across learning through exploring clear and relevant links across the curriculum. It supports the use and application of what has been taught and learned in new and different ways. It provides opportunities for deepening learning, for example through

answering big questions, exploring an issue, solving problems or completing a final project.

Learning out of the Classroom

Residential visits offer intensive learning experiences which provide a focus for learning both before and after the visit itself. Lorne Street Primary offer our pupils the opportunity of residential visits in the upper stages of the primary.

Using the area which surrounds the usual learning setting can provide opportunities to extend and deepen learning. Local areas can also be differentiated from the school or centre environment on the basis that they can move learning into a different or wider cultural and sociological context. In Lore Street Primary we frequently take advantage of our local area to support learning and experiences.

Sensitive Aspects of Learning

Lorne Street Primary School will always inform parents of any sensitive aspects of learning such as relationships, sexual health, parenthood, drug awareness.

SECTION 5

ASSESSMENT

Teachers make professional judgements about pupil's learning by assessing information which they collect throughout the year. It is the class teacher's job to ensure that children have high but attainable targets in their daily work. He/ she will use assessment to verify that the children are assimilating and applying new knowledge and skills. The knowledge gained from assessment also builds up a picture of each pupil's attainments, interests and aptitudes that forms the basis of reporting to parents. We hope that parents will contribute to the information the teacher needs to build up a more complete picture of the pupil.

We have two parent evenings per year at which time you are invited to discuss your child's progress. However if you wish to have a more private talk then you are welcome to telephone the head teacher and make an appointment to see the class teacher for a longer meeting during school hours.

Parents are given termly class newsletters which outlines the work of the class and how parents can support their child's learning. Class teachers hold regular 'drop in' times for parents to meet without an appointment.

Parents can discuss any aspect of their child's work/progress with the head teacher.

SECTION 6

TRANSFER FROM PRIMARY SCHOOL TO SECONDARY SCHOOL

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

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SECTION 7

Meeting Learning Needs through Staged Intervention

Our school ensures that all children and young people, including those who come from vulnerable families and require significant input from partner agencies, will become successful learners, confident individuals, responsible citizens and effective contributors.

We believe that early intervention and a co-ordinated approach by education, social services and health services are essential in enabling the most vulnerable children, young people and their families more choices and chances to achieve.

We ensure that children and young people receive support at levels required to meet their additional support needs by using Glasgow's Staged Intervention Model.

Stages 1 and 2

Learning needs are met within establishment for example

- Identifying and supporting pupils who would benefit from short term learning support input
- identifying and supporting pupils with E.A.L needs
- supporting pupils who have been absent

Stage 3

Teachers, learning support staff, pupil support assistants, Child Development Officers, visiting teachers and other professionals liaise regularly to provide a holistic approach to planning to meet needs through an Additional Support Plan (ASP) for example

- joint planning and review meetings with school psychologist
- joint planning and review meetings with professionals involved with pupils who have a split placement

Stage 4

A multi-agency approach is taken to plan for children and young people who are vulnerable. This will take the form of an Additional Support Plan (ASP) or Co-ordinated Support Plan (CSP) A co-ordinated Support Plan may be opened by the authority for a child with complex and continuing support needs.

ADDITIONAL SUPPORT NEEDS/ACCESSIBILITY STRATEGY

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

Lorne Street Primary is built over three levels. At present, there is no elevator access. A ramp has been installed at the front access.

The school ensures equal access for information for any parent who cannot access regular forums. We aim to provide equal access to the curriculum for all our pupils and employ a number of strategies, eg larger print for visual impairment. This session we hope to develop a school website which will enable parents to access newsletters, curriculum information, etc.

Staff are regularly updated on all issues affecting accessibility, eg Disability Awareness Pack/Supporting Inclusion Documentation.

It is our aim as a school that learning be effective for each child and therefore the curriculum must be appropriate for all pupils.

SECTION 8

Our areas for improvement in session 2012/2013 are:

A Curriculum for Excellence

- a) Promoting Positive Behaviour
- b) Moderation of class assessments (writing)
- c) Review/revise Additional Support for learning guidelines
- d) Assessment/achievement profiles P1-P7.

The priorities for next session were discussed and agreed with staff. Priorities take account of local authority, Learning Community and our own school needs. A Curriculum for Excellence remains a priority.

We are reviewing our Promoting Positive Behaviour Policy in consultation with staff, pupils and parents. Inclusion will be at the heart of this review and will be taken forward by implementing the PATHS programme across P1-P7 and developing a Rights Respecting School.

We will also review our Additional Support for Learning Policy, ensuring that our systems and protocols are robust to meet the needs of all our pupils.

Recognising achievements and attainment will be further developed to include all stages.

Over the last few years, teachers have been encouraged to take lead roles in curriculum developments within school and across the cluster. This has enhanced our overall capacity to make school improvements. This should continue to support our efforts to implement A Curriculum for Excellence over the coming session and beyond.

Our successes and achievements this session include:

- Diamond Partnership Award
- Participation Award for Glasgow Torch Relay
- Partnership Team Award for participation in School Council
- Medal winners in Govan Fair Football Competition (3rd place)
- Former pupil awarded £250 for school by Professor John Coggins and Doctor Heather Reid
- Participation in Rangers Study Support Award Ceremony
- Launch School for Cycle Safety Aware Campaign with Nicola Sturgeon
- Pupils selected to form part of Children in Need Super Choir
- Successful Jubilee Concert
- Successful Jubilee Day Street Party
- Harper Memorial Joint Titanic Project
- Pacitti Gardens/Primary 6 joint project
- Raising Road Safety Awareness through STARS committee

Our children are making very good progress in all aspects of their learning. Progress in reading, writing and mathematics is very good. Most of our children are secure learners by stages P1, P4 and P7.

We reviewed our health programme and piloted revised forward planners. Sexual Health and Relationships was included in the programme. Most staff are now trained to deliver this programme. Further training for permanent staff will be requested for this session.

We reviewed our assessment procedures and purchased the New Group Reading Test which helped to identify support needs in our P4-P7 pupils. We will continue to use Heinemann resources to

complete mathematics assessments. Writing was focus for moderation of assessments. Our P5 teacher received training in Literacy and delivered this to staff across the cluster on the February inset day. Staff shared samples of writing to identify features of a secure learner at early, first and second level. Later, staff came together from across the cluster to share and discuss what standards we are moderating against and to reflect on how similar/different our practices are. Further opportunities to extend this moderation exercise will be identified for next session. Staff will pilot moderating writing next session.

The overall quality of teaching and learning is very good.

Our children are becoming successful and confident learners.

In Lorne Street Primary School the learning environment takes appropriate account of pupils' prior attainment abilities. Teachers provide opportunities for children to work collaboratively. They also have opportunities for self and peer assessment to help them to engage in the learning process.

Teachers deliver most lessons following the 'Good Lesson Cycle'. Learning intentions and success criteria are shared with the children. Learning is connected to previous learning. We are beginning to make cross-curricular links. Teachers give detailed information to children on what they need to do to improve their work. This has proved to be important in helping them to improve, especially in reading. We have introduced personal learning targets for reading and writing and we are keen to develop this for other areas of the curriculum. Homework is regularly issued.

Our school continues to benefit from the following pupil groups:

Pupil Council – each class has an elected representative who meets regularly with the head teacher. They have worked with parents and teachers to review the school's vision, values and aims.

Play team – this group of children work in teams to support playground games with the infants. They hold regular fundraising activities to purchase new playground games. Next session they will further develop peer mentoring/buddying.

Junior Road Safety Officers – Our two elected Primary 6 pupils have regularly contributed to assemblies and organised competitions for all stages, helping children to become more aware of road safety issues.

The School Travel and Road Safety (STARS) Committee comprised of 10 P5-P7 pupils, four parents from the parent Council and two teachers. The STARS committee was formed in response to concerns about road safety around the school. Parents, children and staff worked collaboratively with The Community Action Team (CAT) to produce a plan for improvements to road safety.

Assemblies are held weekly in which we use the Children's Charter, school aims and values to remind children of their rights and responsibilities. We encourage and celebrate achievement through our Gold Award system. Pupils have influenced our Golden Time activities. This is regularly reviewed to extend pupil choice.

All our children benefit from regular excursions/visitors to enhance learning opportunities. This has provided opportunities for pupils to share their learning experiences to peers and parents eg last session P7 pupils held an open afternoon for parents and guests from Harper Memorial Church on their Titanic topic, P4/3 on their Knights and Castles topic, P3/2 on their Egyptians topic.

SECTION 9

School Policies

The school is presently updating all curricular policies to reflect A Curriculum for Excellence. We are hoping to include all school policies on our website which will be launched in January 2013. A full list of Glasgow City Council's policies can be found on the following link

<http://www.glasgow.gov.uk/en/Residents/GoingtoSchool/>

CHILD WELFARE & SAFETY and CHILD PROTECTION

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

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

Educational establishments and services must create and maintain a positive ethos and climate which actively promotes children and young people's welfare and a safe environment by:

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

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

Data Protection Act 1998

Information on young people, parents and carers is stored on a computer system and may be used for teaching, registration, assessment and other administrative duties. The information is protected by the Data Protection Act 1998 and may only be

disclosed in accordance with the Codes of Practice. For further information please contact the school.

THE FREEDOM OF INFORMATION (SCOTLAND) ACT 2002

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

Public authorities have to allow access to the following information:

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

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

Further information is provided on the Glasgow City Council website:

www.glasgow.gov.uk/en/yourcouncil/freedomofinformation

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

Equality Act 2010 Statement

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

Eliminate discrimination, harassment, victimisation and any other conduct that is prohibited under the Equality Act 2010;
Advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it;
Foster good relations between persons who share a relevant protected characteristic and persons who do not share it.

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

- ❖ Before the commencement or during the course of the school year in question;
- ❖ In relation to subsequent school years.