Townhill Primary School Handbook 2017

Townhill Primary School
Contents

1. Introduction

2. About our School

3. Parental Involvement

4. School Ethos

5. The Curriculum

6. Assessment and Tracking Progress

7. Reporting

8. Transitions

9. Support for Pupils (Additional Support Needs)

10. School Improvement

11. School Policies and Practical Information

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.
Welcome

Townhill Primary School
Melfort Road
HAMILTON
ML3 9UR

Phone: 01698 284776
Fax: 01698 458978

Email – headteacher@townhill-pri.s-lanark.sch.uk

Dear Parents/Carers

On behalf of the staff and pupils I would like to welcome you to Townhill Primary School. We are delighted that you are considering sending your child to our school and look forward to working with you. At Townhill we take great pride in ensuring that we offer a warm welcome to all pupils, parents, carers and members of the local and wider community.

We make every effort to offer a high standard of learning and teaching in a safe, caring and motivating environment. In Townhill we work hard to ensure that all children are supported and encouraged to develop the skills and attributes which will allow them to reach their full potential now and in the future.

Partnership with parents/carers is central to achieving our aims and we look forward to working together with you to provide a rich and stimulating education for all our children.

Townhill Primary School is situated in the Hillhouse/Earnock area of Hamilton. The original school opened in February 1965 and exactly forty-five years later, on the 17th February 2010, we moved into a beautiful new building.

The new school has 13 classrooms, a computer suite, two open areas, a dining room and a gymnasium.

Should you wish any further information about our school please do not hesitate to contact me.

Yours sincerely

Julie McGowan

Julie McGowan
Head Teacher
1) Introduction

Townhill Primary is one of 124 primary schools throughout South Lanarkshire Council.

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 to improve the quality of life for all within 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.

2. ABOUT OUR SCHOOL

Townhill Primary School is a non-denominational school, in which education is provided for both male and female pupils.

Address: Townhill Primary School
Melfort Road
Hamilton
ML3 9UR

Phone: Hamilton (01698) 284776
Fax: (01698) 458978

E-mail: office@townhill-pri.s-lanark.sch.uk

Website: www.townhill-pri.s-lanark.sch.uk

Present Roll: 349

Stages Covered: Primary 1 to Primary 7

School hours
Morning Session 8.55 am - 12.25 pm
(Interval - 10.40 am - 10.55 am)

Lunch: 12.25 pm - 1.15 pm

Afternoon Session 1.15 pm - 3.00 pm
Teaching staff

Head Teacher
Mrs Julie McGowan
(Pastoral responsibility for Room 10 – Room 14)

Depute
Head Teacher
Mrs Lorna Love
(Pastoral responsibility for R1 – Room 4)

Depute
Head Teacher (Acting)
Mrs Laura Horn
(Pastoral responsibility for Room 5 – Room 9)

Principal Teacher
Miss Jennifer Neilly

Primary 1 (Room 1)
Miss Laura Douglas
Primary 1 (Room 2)
Mrs Siobhan Kennedy
Primary 1/2 (Room 4)
Mrs Amy Stewart (Mon, Tues, Wed)
Mrs Gemma Crawford (Thurs, Fri)
Primary 2 (Room 3)
Mrs Fiona Cook
Primary 3 (Room 5)
Miss Jennifer Neilly
Primary 3 (Room 6)
Miss Fiona McKenzie
Primary 4 (Room 7)
Mrs Gillian Morrison (Mon, Tues, Wed)
Mrs Catherine Culbertson (Wed, Thurs, Fri)
Primary 4/5 (Room 8)
Miss Gemma Wilkie
Primary 5 (Room 9)
Mrs Barbara Allan
Primary 5/6 (Room 10)
Mrs Fiona Cameron (Mon, Tues)
Miss Rachel Fields (Tues, Wed, Thurs, Fri)
Primary 6 (Room 11)
Miss Rachel Cameron (Mon, Tues, Wed, Fri)
Mrs Emma Kelly (Thurs, Fri)
Primary 6/7 (Room 13)
Miss Katie Ballantyne
Primary 7 (Room 14)
Mrs Maureen Henry

Class Contact Cover Teacher
Mrs Lorna Love
Class Contact Cover Teacher
Mrs Laura Horn
Class Contact Cover Teacher
Mrs Fiona Cameron
Class Contact Cover Teacher
Mrs Mary Winton

Support Staff - Clerical
Mrs Linda Beaton
Mrs Caroline Comer
Mrs Nicole Stirling

Support Staff - Classroom
Mrs Jean Currie
Miss Stephanie Dunn
Mrs Mary Irvine
Mrs Fiona Lawler
Mrs Jessie Sempie
Mrs Lesley-Ann Spence

Janitor
Mr James Campbell

Educational Psychologist
Mrs Donna Carrigan

Specialist Support Teachers
Mrs Alison Hepburn/Mrs Adrienne Mitchell

Music Tutors
Mr Alistair Gammie (Woodwind)
Ms Louise Caldwell (Brass)

Catering Supervisor
Mrs Ann Williams
<table>
<thead>
<tr>
<th>Role</th>
<th>Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Catering Assistants</td>
<td>Ms Elizabeth Broadhurst</td>
</tr>
<tr>
<td></td>
<td>Ms Jo-Ann Syme</td>
</tr>
<tr>
<td></td>
<td>Mrs Margaret Wright</td>
</tr>
<tr>
<td>Cleaning Supervisor</td>
<td>Mrs Angela McQuade</td>
</tr>
<tr>
<td>Cleaning Assistants</td>
<td>Mrs Margaret Jamieson</td>
</tr>
<tr>
<td></td>
<td>Mrs Trisha Mulvaney</td>
</tr>
<tr>
<td></td>
<td>Mrs Agnes MacNamee</td>
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</tbody>
</table>
3) PARENTAL INVOLVEMENT (PTA’s, Parent Forums, Parent Councils)

South Lanarkshire Council recognises the importance of parents as partners in the education of their child and has published a strategy entitled, ‘Making a difference – working together to support children’s learning.’ This is available from the Council’s website: www.southlanarkshire.gov.uk.

Parents, carers and family members are by far the most important influences on children’s lives. Children between the age of 5 and 16 children spend only 15% of their time in school! Research shows that when parents are involved in their child’s learning, children do better at school and throughout life. Parental involvement can take different forms but we hope you share the same aims and agree that by working together we can be partners in supporting children’s learning.

As parents/carers we want you to be:
- Welcomed and given an opportunity to be involved in the life of the school;
- Fully informed about child’s education and learning;
- Encouraged to make an active contribution to your child’s learning;
- Able to support learning at home;
- Encouraged to express their views and involved in forums and discussions on education related issues.

We value parental feedback and regularly ask for opinions and thoughts from our Parent Forum.

Here are some comments from a recent parental questionnaire:

- We have found Townhill Primary a very well organised and welcoming school. It has a friendly family culture, with its finger on the pulse.
  P2 Parent

- I feel that the whole team of staff are excellent. They know all the children well and treat them in a caring and respectful manner.
  P2 and P5 Parent

- 'Townhill is an outstanding school with a good reputation within the community as a whole.'
  P2 and P5 Parent

- Excellent school - both my children loved it. Very good at seeing the bigger picture and preparing children for high school and life in general. Well done!
  P6 Parent

The school operates an ‘open door’ policy and parents are welcome to call at the school during school hours or telephone for an appointment, if they have concerns about any aspect of their child’s progress. We are committed to dealing with any issues promptly, professionally and fairly.

Parent Teacher Association

The Parent Teacher Association (PTA) is very active within Townhill School, it encourages and enhances the relationship between both Parents/Carers and Teachers, providing various opportunities for us to work together in organising social events and sponsored fundraising activities. These events are both enjoyable and entertaining for our children and more importantly they are very successful in terms of funds raised for the school.

These funds are used by the school to greatly enhance many aspects of our children’s school experience.
Our PTA members are enthusiastic and have a range of expertise which they dedicate to these events. Most appreciated is their time and efforts which they provide to ensure success of each of these events.

We openly welcome new members to join us and although you may not be able to attend the PTA meetings if you can help in any aspect of the activities of the PTA we would love to hear from you.

**Contacts**
The current office-bearers are:

**CHAIRPERSON:** Mrs Evelyn Williamson

**SECRETARY:** Mrs Kim Hartley

**TREASURER:** Mrs Sarah Monie

**Parent Council**

The purpose of the Parent Council is to create, maintain and enhance links between the school, parents, carers and the wider community. Parent Council members are fully involved and supportive of all aspects of school life. The Parent Council represents the parents of the school and are consulted on matters such as curriculum development, establishment planning, policy development, budget as well as council and government initiatives.

The Parent Council is quite simply the parents' voice in school matters. Our purpose is to work closely with the headteacher and all staff to ensure that the voice of parents and carers continues to influence the important partnership between school and home.

In the past the Parent Council has been the parents’ representative on the development of the School Travel Plan, the Anti Bullying Policy and other policies that have an impact on our children and their school lives. The Parent Council has been effective in dealing with issues as diverse as dangerous parking around Townhill to P7 Transition to their chosen high school.

All parents are welcome to attend Parent Council meetings and become involved in the work that we do in partnership with school staff. Being part of the Parent Council is not demanding and usually only involves attending meetings and contributing your thoughts and views on the agenda items.

Please come along and join us, even if it is just for a cuppa and to listen to what is happening - you never know, you might enjoy it and want to become more involved.

**Fraser Cosh Chairperson**

**Contacts**

Chairperson: Mr Fraser Cosh

Vice Chairperson: Mrs Kim Hartley

To find out more on how to be a parent helper, or a member of Parent Council or PTA, please contact the school.

Some useful information contacts for parents to find out more on education are as follows:
Parentszone – [www.parentzonescotland.gov.uk](http://www.parentzonescotland.gov.uk)
Engage Parent Forum – [www.engageforeducation.org](http://www.engageforeducation.org)
South Lanarkshire Council – [www.southlanarkshire.gov.uk](http://www.southlanarkshire.gov.uk)
Schools and establishments should be the first point of contact for parents who wish to discuss issues about their child. Our aim is to resolve issues at a local level. Education Resources wishes to promote liaison among schools, members of Parent Councils, parents/carers and with other services. We wish to provide advice and support to Parent Councils, parents/carers.

All enquiries and concerns received from parents are taken seriously. In order to ensure that enquiries are dealt with effectively contact should be made in the first instance with the school.

4) SCHOOL ETHOS

Our Vision Statement
Townhill Learning Community provides a welcoming, safe and caring environment for all. We work collaboratively to motivate, challenge, support and encourage all individuals to develop skills for lifelong learning and promote global awareness and citizenship.

To help achieve our vision we do not confine our activities to the classroom, but provide opportunities for a wide variety of outdoor experiences. We also include sport, music, art and community involvement.

The teacher’s role is to provide experiences and facilitate opportunities through which our pupils will learn.

We work to build pupils’ self-esteem and self-worth and to show that the whole school community celebrates their efforts and their special occasions.

A Special Achievements Wall displays individual, group and school achievements and activities. A display shows ‘Stars of the Week’ following public recognition at assemblies and all classes have a Sharing Achievement time within their class timetable.

We work with colleagues in other sectors sharing information to plan a child’s ‘learning journey’ from 3-18 so that each individual continues to work at an appropriate pace and experience challenge they can thrive on.

Making Rights Real
In Townhill Primary we are working towards Making Rights Real.

Our pupils are involved in a range of learning experiences designed to help them grow into confident, caring and responsible young citizens, both in school and within the wider community. By learning about their rights, our pupils also learn about the importance of respecting the rights of others.

Through the creation of our school, playground, bistro and classroom charters, pupils are encouraged to reflect on how their behaviour and actions affect those around them. This allows us to build and maintain a positive and safe learning environment for all, both in the classroom and around the school. Our Calendar of Rights provides a monthly focus on a particular aspect of rights education.

This session we will continue to work towards achieving South Lanarkshire Council’s Rights Made Real accreditation.

Pupil Voice
We value the opinions of our children and there are opportunities available for pupils at all stages in the school to be involved in the various pupil action groups –
Pupil Council, Eco, Health, Fairtrade, Rights Respecting Schools, House Captains and Playground Buddies. These groups meet regularly and their views and activities have had a positive effect on the school and wider community.

Read some of the comments from members of our pupil groups!

**You get to work with different people. We keep our playground tidy by monitoring the litter. I loved being part of the engine idling campaign which was shown in the cinema. It is fun and gives you confidence.**

*Zoe, P4 ECO GROUP*

**Gives you the opportunity to have responsibilities and represent the school. We help the school be ECO friendly.**

*Kirsten, P6 ECO GROUP*

**The Health Group organise Fruity Friday. If you bring a piece of fruit your class might win an extra playtime.**

*Sam, P3 HEALTH GROUP*

**Aim to promote eating healthily. It’s a big responsibility because people trust you to represent them at the meetings. You get to help organise Health Day and Fruity Friday.**

*Rachel, P6 HEALTH GROUP*

**In Pupil Council you get to voice your opinion and be listened to. You can put forward ideas freely. You feel you are doing something to benefit the school.**

*Scott, P7 PUPIL COUNCIL*

**When you are in a pupil group, it helps you gain confidence and express your ideas. You get to do things to help the school and makes you feel you have made a contribution.**

*Lara, P6 PUPIL COUNCIL*
I wanted to join the Health Group to make sure everyone was healthy. I think Toastie Tuesday is important to encourage people to swap to a healthy snack. I enjoy helping with that.

David, P7
HEALTH GROUP

I wanted to make sure everyone knew that we had the same rights and respected these. I enjoy helping to make sure everyone knows this.

Steven, P7
HEALTH GROUP

I think being a Rights Respecting School is good for the children.

Jay, P3
RIGHTS RESPECTING GROUP

You get to work with other people you didn’t know very well before. I enjoy discussing and coming up with new ideas. You get to be creative. I liked speaking to the lady from Education Scotland.

Hannah, P5
RIGHTS RESPECTING GROUP

I like being on the Fairtrade Group because you help people. We organised a Harvest Tea and the Fairtrade Christmas Hamper.

Jenna Louise, P3
FAIRTRADE GROUP

Fairtrade is a good group to be in. We do things to help children in other countries to be able to go to school, and make new friends from other classes.

Tabitha, P6
FAIRTRADE GROUP

I like being on the Pupil Council because we organised Christmas Jumper Day to help children less fortunate than us.

Alyssa, P3
PUPIL COUNCIL
House system

The school runs a ‘house’ system. This allows the children to belong to a smaller group than the school as a whole. The children are encouraged to earn points for the Best House Award, through good behaviour, good work, taking care of the school grounds and participating in any event both within or outwith the school. Other house trophies are awarded for sports and for an annual quiz. Groupings for the four houses are based on the initial of the child’s surname:

<table>
<thead>
<tr>
<th>Initials</th>
<th>House</th>
<th>Colour</th>
</tr>
</thead>
<tbody>
<tr>
<td>A - D</td>
<td>BAIRD</td>
<td>Red</td>
</tr>
<tr>
<td>E - L</td>
<td>BURNS</td>
<td>Blue</td>
</tr>
<tr>
<td>M - P</td>
<td>LAUDER</td>
<td>Green</td>
</tr>
<tr>
<td>Q - Z</td>
<td>LIVINGSTONE</td>
<td>Yellow</td>
</tr>
</tbody>
</table>

The names were chosen by the children and represent famous Scots from history. Our Primary 7 pupils are given the opportunity to stand for election as House Captains.

Please read these comments from some of our House Captains:

“*We were elected Baird House Captains in October 2016. We were over the moon as we knew we would take on the role with pride! What helps us more is that we are great friends as well as being House Captains! As House Captains we have lots of responsibilities to uphold so far as organising large school Christmas events, speaking at assemblies and helping to run the PTA tuck shop. We are fun, friendly, fair and dedicated, which helps us to do the job well! As a House Captain, you have to be resilient, confident and patient and remember to make it count! Overall, being Baird House Captains is a true honour.*”

Lara Bowman and Michael Boyle

*BAIRD House Captains*

“*Being a House Captain is a big responsibility and we were honoured to be put in this position. We organise events and it may be hard sometimes but we are rewarded very well afterwards by being told that we have done a good job. We work together to think of creative ideas and we have to agree on everything. We can never leave anybody’s input out. To be a House Captain you need the skills of communication and reliability. You also need to be trustworthy and honest too. We were able to showcase our talents and show what we are made of in our election speeches. We love being House Captains.*”

Rachel Jones and Eve Kennedy

*BURNS House Captains*

“*This year we were elected to be Lauder House Captains. We felt proud of ourselves. Being a House Captain can be challenging, but very rewarding. As a House Captain you have to be sensible, responsible and reliable. We are funny, dedicated, trustworthy and we work as a team. We have lots of jobs such as organising events, helping the PTA and speaking in assemblies. We really enjoy being House Captains and we are excited about our upcoming jobs!*”

Scott McKenzie and Kirsten Morton

*LAUDER House Captains*

“*In October we were elected Livingstone’s House Captains. We were so honoured to hear that we were going to represent this small but strong community. As a House Captain we have the privilege to do amazing things like organising Christmas Jumper Day for the whole school. Being a House Captain is a challenging but rewarding job. We both think we were chosen because of our positive attitude and both thoroughly enjoyed expressing our creativity in the election process through our songs and speeches.*”

Abby Railton and Lewis Simpson

*LIVINGSTONE House Captains*
School and community links
We actively foster links with individuals and agencies in the community.

These include Road Safety, Health Agencies, Blantyre Credit Union, Hillhouse Community Police and local businesses. Contact with other members of the community is also developed and the school has strong links with Hillhouse Church, Wellhall Care Home, Miller Park Sheltered Housing, Elderly Activities Centre and Earnock Residents Association.

To enhance the ongoing work of classes every opportunity is used to involve members of the community, and for visiting places of interest.

The school uses the local museums, country parks and visitor centres. Experts in a variety of fields also visit the children in school and provide a valuable service in this way.

Fund-raising for various charities, is encouraged and parents, staff and pupils are always extremely generous and supportive of our ventures each year.

Learning Community
Townhill is part of the Calderside Learning Community. A learning community is made up of local education establishments including a secondary school, the local primary schools, early years establishments, early years partners and schools and bases which provide additional learning services. It is about working together to plan better outcomes for children and young people.

The Learning Community develops ways of working between establishments and with other agencies and organisations to ensure services are responsive, accessible and are delivered as effectively as possible.

All the establishments and services in a learning community share priorities for improvement and are involved in the deployment of additional support to meet the needs of the child and family.

Each Learning Community is managed by a Head of Education (Area). The Head of Education for the area is Mr Tony McDaid.

The Curriculum
Curriculum for Excellence is the name given to the new curriculum in Scotland for all children and young people aged 3-18. It is a forward looking, coherent, more flexible and enriched curriculum that provides young people with the knowledge, skills and attributes they will need if they are to flourish in life, learning and work, now and in the future.

The curriculum includes all of the experiences that are planned for children and young people to support the development of these skills, wherever they are being educated, for example in the family and community, pre-school centre, nursery and school. This broad general education will allow them to become successful learners, confident individuals, responsible citizens and effective contributors to life in the 21st century.
In taking this forward our School will work closely with South Lanarkshire Education Resources and other services to enable Curriculum for Excellence to be fully embedded, ensuring 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 and other skills whilst they attend our school.

The curriculum areas are as follows:

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

Information on what your child is learning will be provided to you throughout the year.

If you want to know more about Curriculum for Excellence, please visit website [http://www.educationscotland.gov.uk/thecurriculum/](http://www.educationscotland.gov.uk/thecurriculum/) or [www.parentzonescotland.gov.uk](http://www.parentzonescotland.gov.uk).

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

<table>
<thead>
<tr>
<th>Level</th>
<th>Stage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Early</td>
<td>The pre-school years and Primary 1 or later for some.</td>
</tr>
<tr>
<td>First</td>
<td>To the end of Primary 4, but earlier or later for some.</td>
</tr>
<tr>
<td>Second</td>
<td>To the end of Primary 7, but earlier or later for some.</td>
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</tbody>
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**Expressive Arts**

The four subject areas of Curriculum for Excellence Expressive Arts are: Drama, Music, Dance and Art and Design.

Although some aspects are taught discreetly, these subjects often lead themselves to inclusion within class interdisciplinary work.

**Music**

The school aims to ensure that all children have the opportunity to create, perform and respond positively to music. Every effort is made to integrate music with other areas of the curriculum such as social studies, poetry, drama etc., and to ensure that children enjoy and appreciate music.
Various resources are used throughout the school, including Sounds of Music, Jolly Music, Folens music, teachers’ own resources and a resource for P6 and P7 developed by Townhill and Calderside Academy teaching staff. Instrumental tuition is available at varying stages and comprises percussion (tuned and untuned) and recorders. Woodwind and/or brass tuition is usually offered by a visiting instrumental instructor. There is also a school choir which takes pupils from Primary 5 upwards.

Art and design
Regular and frequent work in art and design is essential in our curriculum and as well as set lessons teaching techniques and skills, opportunities for art and design in association with other aspects of the curriculum are encouraged. A variety of media is available to stimulate interest and awareness and for development of certain techniques and skills. In all areas of the school, finished work is displayed both within and outwith the classroom areas.

As with music, every effort is made to link art and design work into an interdisciplinary context. This makes the tasks more relevant and meaningful.

Drama
Children from their earliest years use imaginative play to explore, order and make sense of themselves and the world around them. Drama offers pupils opportunities to explore human behaviour by creating roles and relationships in a variety of different contexts and settings. Many of the contexts for drama activities will relate to other areas of the curriculum, especially language, and excellent opportunities for collaborative group work based on pupil interaction are provided. A stimulating programme of study created by the teaching staff is now in use throughout the school. Once again every effort is made to relate dramatic contexts with ongoing class topic work.

Opportunities for classes to experience live theatre include visits from theatre groups, Scottish Opera and outings to theatrical performances.

Languages and Literacy
In teaching the child to use language more effectively in a wider range of contexts, the teaching staff in Townhill not only see the child’s language competence growing but also see the child growing through his/her language.

The atmosphere of our school is such that children are encouraged to talk and write freely and are given a wide variety of stimuli to enable them to do so. In addition we provide a large range of reading materials to encourage children to want to read. Many of the language experiences and
skills arise within cross-curricular work and are, therefore, developed and consolidated through curricular areas such as social studies, expressive arts, mathematics, science, etc. While these subjects are important in themselves, the language they stimulate is also vitally important.

We provide a learning programme covering the three lines of development – listening/talking, writing and reading. Alongside these we develop the necessary skills of spelling, punctuation, language structure and handwriting, each at a level appropriate to the child’s developmental needs.

In line with the Scottish Government’s Languages 1 + 2 Strategy, French is taught in Townhill from Primary 1.

**Health and Wellbeing**

The purpose of the Health and Wellbeing curriculum is to develop the knowledge, understanding and 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 and believe that this is an important part of children’s learning and development. Each class has two hours of PE each week. This includes an outdoor PE slot which develops skills including team building and orienteering. Swimming is also part of the curriculum and is delivered to each Primary 6 class at the local leisure centre. Other areas of Health and Wellbeing are food and nutrition, healthy living, road safety and many other health related themes. Our programme also includes sexual health and relationships education. Townhill Primary School has achieved Gold Health Promotion status.

**Extra-curricular activities**

A wide variety of extra-curricular activities are offered each session and we try hard to offer every child from Primary 1 to Primary 7 the opportunity to attend at least one activity.

**Mathematics and Numeracy**

Although the content of the school’s mathematical and numeracy programme is based on Scottish Heinemann Maths, the scheme has been adapted and tailored by the school. This ensures the progressive development of skills and confidence in working with and understanding mathematical concepts, not only in textbooks but within real life contexts.

Many other resources, materials and teaching/learning methods are used to achieve these aims including practical experiences, problem solving activities and relevant mathematical/numeracy activities within interdisciplinary topics.

**Sciences**

Through learning in the sciences, children 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.
The key concepts of the living, material and physical world are organised into five themes:

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

To continue to raise awareness, spark enthusiasm and encourage interest in Science, Engineering and Technology, Townhill have taken part in National Science and Engineering Week for the past 4 years.

In 2013, we organised a Science Family Fun Night, where pupils, parents and even grandparents experienced the wonder of Science. They gained an appreciation of how interesting and exciting Science, Engineering and Technology can be and developed a greater appreciation of the important part they play in today's society.

In 2014, we blended Science and Expressive Arts when the whole school enjoyed a Science based drama performance called ‘Inspector Clueless and the missing materials’. The show highlighted particular science concepts and pupils took part in follow-up activities within the classroom.

In 2015, our Primary 4 and 5 children had a visit from an Astrophysicist and found out all about Space and gravity. Primaries 1 and 2 took part in various investigations about water and materials. Primaries 3-6 developed their Science, Design and Technology skills through a range of challenges, from our Science on the Menu resource, based around saving a struggling Chocolate Factory. Primary 7 used all their Science skills by working on investigating natural food colourings and designing a celebration cake which reflected their market research and investigation findings. Many classes were also very excited about the recent eclipse and took part in viewing it safely on the day, with their eclipse viewers and pinhole cameras.

Social Studies
Through social studies, children develop their understanding of the world by learning about other people and their values, in different times, places and circumstances.

Social Studies are structured under three main organisers:

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

Our Social Studies programme has been developed to reflect Curriculum for Excellence experiences and outcomes. The programme is mostly delivered through interdisciplinary topics, allowing the children to make relevant and meaningful connections across curricular areas and providing them with deeper, more enjoyable and active experiences.

The children as they participate in the programme will:

- develop their understanding of the history, heritage and culture of Scotland
- broaden their understanding of the world by learning about human activities and achievements in the past and present
- develop an understanding of the principles of democracy and citizenship
- 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

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. Information and Communication Technology (ICT) is used across the entire 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 done 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 have interactive whiteboards and we have wireless access throughout the building.

Internet and Other Electronic Communication
The children benefit from access to the internet which enhances learning and teaching by providing the children with the opportunity to retrieve information from the many educational websites available. Many precautions are in place to prevent the pupils from accessing inappropriate material.

Parental information and internet agreement forms requiring signatures are issued for all new pupils.

Religious and Moral Education
Religious and moral education enables children and young people to explore the world’s major religion 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 promotes 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 to:

• recognise religion as an important expression of human experience
• learn about the beliefs, values, practices and traditions of Christianity and other world religions 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 own moral values
• develop their beliefs, attitudes, values and practices through reflection, discovery and critical evaluation.
• make a positive difference to the world by putting beliefs and values into action

Religious and moral education is therefore an essential part of every child’s educational experience.

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

**Rights of Parents/Carers**

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.

**Equalities**

Integral to this guidance is the principle of mutual respect. The diversity of belief and tradition provides an ideal context in which pupils can learn about, and so learn from, what is important in the lives of themselves and others. South Lanarkshire’s guidance recognises and welcomes diversity and promotes respectful understanding.

**Parental right of withdrawal**

There is a statutory provision for parents to withdraw children from participation in religious observance. The 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.

Parents may request that their children be permitted to be absent from school 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.

**6) Assessment and tracking progress**

Assessment both formative and summative is an essential part of teaching and learning at every stage.

Throughout the primary school, teachers are constantly assessing the work of their pupils to monitor and enhance progress, to ascertain strengths and areas for further development, to involve pupils in their own learning, to decide on what requires to be taught next and to determine if the pupils are working at a level appropriate to their capabilities.

Children are also involved in their own target setting. These are reviewed and new targets set in discussion with their class teachers. Targets are shared with parents and carers.

Assessment reflects on-going work – by observation and interaction with pupils, by sharing criteria with children, by giving constructive feedback, by well-structured questioning, by peer assessment and by setting assessment tasks. Records of summative assessments are kept, both for teaching purposes and to keep parents up to date with their child’s progress.

All class teachers engage in regular professional dialogue with the headteacher and depute headteacher(s) to track pupils’ progress across the curriculum.
7) Reporting

In Townhill we recognise that good teamwork among parents, children and schools is the key to a successful education for your child.

Reporting will be ongoing and comprise of a range of activities which can include children presenting their learning, newsletters, snapshot weeks and ongoing oral discussions.

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

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

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

8) Transitions

Pupils normally transfer from primary to secondary school between the ages of 11 ½ and 12 ½ so that they will have the opportunity to complete at least 4 years of secondary education. Arrangements are made by the school to transfer children to the associated secondary school as determined by their home address. Parents of Primary 7 pupils will be informed of the transfer arrangements made for their children to attend secondary school.

We will also provide you with information at this time and on events designed to let P7 children visit the secondary school, meet up with other P7 children from other schools so that the transition period is as smooth as possible.

Normally children attend the school in their catchment area. However, there are times when parents 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 made then free 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 0303 123 1023.

9) Support for Pupils

Getting it right for every child, (GIRFEC)

Getting it Right for Every Child (GIRFEC) is a commitment to ensure that your child has the best possible start in life and to improve outcomes for children and families based on a shared understanding of their wellbeing. Most children make their journey from birth to the world of work
supported by family and the universal services of Health and Education. The Named Person in education helps to make sure that the child’s wellbeing is developing. The school will let you know the named person for your child. This is likely to be the Head Teacher in a primary school and the pupil support teacher in a secondary.

If you have any concerns you should speak to the Named Person who will work with you to address any issues and to ensure that your child gets any help needed at the right time.

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

Support for All (Additional Support Needs)
The class teacher is responsible for planning and providing appropriate differentiated work for all pupils for all abilities in the class.

However, there are times when extra support is required when a child is not making progress, has been ill or when more able pupils require more challenging work. This is highlighted to the Head Teacher/Depute Head Teacher(s) during Learning Plan discussions and Monitoring and Tracking meetings and an initial referral for support will be completed, indicating how the class teacher can be supported to meet the child’s needs. Some children require an Additional Support Plan (ASP) to monitor and support their progress and these are devised by the class teacher and shared regularly with parents. ASP’s are overseen by the Head Teacher and Depute Head Teacher (Mrs Lorna Love).

Some support is available to the school from the Learning Community Extended Team for children requiring further support and assessment. In Townhill this service is provided by specialist support teachers, Mrs Alison Hepburn and Mrs Adrienne Mitchell.

Psychological Services: Following consultation with parents, some children may be referred to an Educational Psychologist. Mrs Donna Carrigan works within Townhill Primary, on a consultation basis.

Parents will be informed if the school feels their child requires additional support for learning. However, any parent who has concerns at any time about their child’s learning and progress should contact Mrs McGowan, Head Teacher or Mrs Lorna Love, Depute Head Teacher.

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

Enquire
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

10) School Improvement

The school recognises on-going self-evaluation as a necessary process if quality is to be maintained or improved. Parents are updated on the school’s improvement priorities through our newsletters and their views sought through effective consultation procedures.

Our school was inspected in November 2015. A team of inspectors visited the school for two and a half days, following a two-week notification period.

The inspection team found the following strengths in the school’s work:

- Very well-behaved children who demonstrate enthusiasm for learning, and who are proud of their school.
- The caring, supportive and inclusive ethos of the school.
- The teamwork of staff and senior managers and their commitment to improving the school.
- The quality of teaching and learning across the school.

Our priorities for this session continue to focus on the implementation of Curriculum for Excellence.

- Improve approaches to assessment, including tracking and monitoring of children’s progress in literacy and numeracy, to raise attainment further.
- Refresh the curriculum with a particular focus on approaches to further develop children’s health and wellbeing
- Provide a wider range of opportunities for children to apply their learning in more meaningful and relevant contexts

We will also make following further improvements.

- Extend pupil voice across the school and provide much more opportunities for children to develop leadership skills and contribute more to school improvement
- Look much wider outside the school, using partners and the local community, to enhance children’s experiences
- Continue to ensure Rights Based Learning is embedded as Making Rights Real is taken forward and accreditation achieved from South Lanarkshire Council
- In line with The Scottish Government’s Languages 1+2 Strategy; continue to implement French at P6/7; introduce P1 French vocabulary for all pupils at P1 and P2 vocabulary for all pupils P2-5 and continue to plan for the introduction of a third modern language from P5
- Continue to develop PEPAS across all stages
- Continue with the development of a nurturing approach across the school
• Continue to develop the whole school House system
• Embed the school’s vision, values and aims through the creation of a school motto

Our priorities for session 2017-2018 are to
• Continue to improve approaches to assessment, including tracking and monitoring of children’s progress in literacy and numeracy, to raise attainment further
• Continue to refresh the curriculum with a particular focus on approaches to further develop children’s health and wellbeing
• Continue to provide a wider range of opportunities for children to apply their learning in more meaningful and relevant contexts

Our priorities for session 2018-2019 are to
• Further improve approaches to assessment, including tracking and monitoring of children’s progress in literacy and numeracy, to raise attainment further
• Enhance programmes of learning to allow learners to demonstrate their skills for learning, life and work in a range of contexts
• Begin to develop a more structured approach to family learning

11) School Policies and Practical Information

School Meals
The school meals service provide a choice of meals each day of the school session. These include a choice of hot meal and a sandwich option. Meals are served in the ‘Bistro’ hall. Parents should notify the school of children who require a special diet. Facilities are also available in the bistro for packed lunches.

Free School Meals
Children of parents who receive the following benefits are entitled to a free lunchtime meal for their child
• Income Support, Universal Credit, Job Seeker’s Allowance (income based), Employment and Support Allowance (income related), Working Tax Credit and Child Tax Credit (where your gross annual income does not exceed £6,420 as assessed by the HM Revenues and Customs), Child Tax Credit Only (where your gross annual income does not exceed £16,105 as assessed by the HM Revenues and Customs) or receive support under Part VI of the Immigration and Asylum Act 1999.

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 so that children who receive free meals are not singled out and we encourage all children to remain in school at lunch time.

Healthy eating is something that the school supports and a range of meals are available at lunchtime that meet the Schools (Health Promotion and Nutrition) (Scotland) Act 2007 and the Nutrient Requirements for Food and Drink in Schools (Scotland) Regulations 2008.

All meals include fresh chilled drinking water and milk will be available for those pupils entitled to free school meals through the free school meal eligibility scheme at morning break or lunchtime.
Milk is also available for purchase to those pupils wishing to buy at breakfast service, where applicable, morning break and lunchtime.

Pupils in:

- Primary 1 - 3 receive a free school lunch.
- Primary 4 - 7 meal cost is £1.60

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 a 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 school, 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 inflict damage on other pupils or be used by others to do so
- footwear that may damage flooring

Townhill Primary Uniform:

White Shirt/Polo Shirt (school badge optional)
Navy Sweatshirt (school badge optional)
Navy or Grey Trousers/Navy or Grey Skirt
Navy Blazer/Fleece Jacket

For special occasions, we encourage pupils to wear white shirt and school tie with navy trousers/skirt.

We have two suppliers of uniforms for the school:- Gilmour Sports who deal directly with the school while the other is A.P. Alston, Quarry Street, Hamilton.
To protect our carpeted area in the school we request that all pupils wear gym shoes inside the school building.

Please label all children’s clothing clearly.

Support for parent/carers

Clothing Grant
In certain circumstances the Council provides support to parents/carers for the purchase of school wear.

We would encourage families if they are eligible to apply for these benefits. Applications can be made online at www.southlanarkshire.gov.uk. If you are required to submit evidence of your Tax Credit income it is important that a copy of this evidence is attached to your online application. Should you require further information or you are unable to submit an application online then please contact the helpline number 0303 123 1011 (option 5).

Attire for Physical Education
For health and safety reasons it is vital that the pupils are properly attired for P.E. Whist it is not school policy to insist on specialised clothing on P.E. or sporting activities, it is important that the children wear shorts and gym shoes in the gym hall. Training shoes, which are worn outside, are not acceptable as these hold dirt on the soles. (Plain sand/gym shoes, which can be kept in a school bag at all times, are recommended) Children are not allowed to do P.E. in stocking soles or bare feet.

Every child has a half hour outdoor PE slot each week. Pupils should bring tracksuit bottoms, trainers and a warm, waterproof jacket for this activity.

The wearing of jewellery, including pierced earrings, during P.E. sessions is also not allowed for safety reasons. Although it is preferable and safer for earrings to be removed during PE those which cannot be removed can be taped over to prevent any unfortunate accidents.

As the children are wearing uniform, it is important that all items of clothing are clearly marked with the child’s name. If desired, the children can wear their shorts under their uniforms. This makes changing for P.E. easier, particularly for younger pupils. P.E. is an important part of the curriculum and all children must take part unless there are physical or medical reasons, which prevent them from participating.

School Hours/Holiday Dates

<table>
<thead>
<tr>
<th>School Hours</th>
<th>School Day</th>
<th>8.55 am – 3.00 pm</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Interval</td>
<td>10.40 am – 10.55 am</td>
</tr>
<tr>
<td></td>
<td>Lunch</td>
<td>12.25 pm – 1.15 pm</td>
</tr>
</tbody>
</table>
A list of the proposed school holiday dates are included at the back of this handbook.

**Enrolment – how to register your child for school**

Please provide information to parents on how to register their child for school. You may wish to include details of your enrolment dates and times.

If your child is starting school for the first time you must enrol your child at their catchment school in January. If parents want their child to go to another school, they must enrol in the first instance with their catchment school and ask for an information leaflet that provides details on how to make a placing request. Forms are available from the SLC website – www.southlanarkshire.gov.uk, schools, Q and A offices or by contacting Education Resources, Almada Street, Hamilton, phone 0303 123 1023. Completed forms should be returned as soon as possible to Education Resources, Almada Street, Hamilton ML3 0AE.

Enrolment date for 2017 is week commencing 16 January 2017.

**Primary 1 Pupils**

From 2017, Primary 1 children will attend for a full day from Thursday, 17 August 2017.

**School Transport**

South Lanarkshire Council has a policy of providing school transport to primary pupils who live more than one mile by the recognised shortest walking route from their catchment school. This policy is more generous than the law requires. This means that the provision of transport could be reviewed at any time. Parents who consider they are eligible should obtain an application form from the school or Education Resources, Hamilton, phone 0303 123 1023 or web www.southlanarkshire.gov.uk. These forms should be completed and returned before the end of March for those pupils starting the school in August to enable the appropriate arrangements to be made. Applications may be submitted at any time throughout the year and will be considered by Education Resources.

A paid privilege transport scheme is operated for mainstream school contracts where a pupil is not entitled to free school transport. Privilege transport will only be granted providing there is spare capacity on an existing school contract and will be from and to designated pick up and drop off points. Privilege transport will not be provided where a service bus is used on the school run. Any spare capacity will be allocated using agreed priorities. For more information on school transport contact Education Resources phone 0303 123 1023.

**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 limits.

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 free transport.
Parents are asked to note that South Lanarkshire Council does not provide transport for those pupils who attend school via a placing request. Where there is a request to place a child under school age in a school within the local catchment area they may receive transport in line with the Council’s transport policy.

**Insurance for Schools – pupils’ personal effects**
South Lanarkshire Council is concerned at the level of claims being received regarding the loss or damage to pupils’ clothing or personal effects. Parents are asked to note the Council’s position in terms of insurance for pupils’ personal effects:

i) **Theft/loss of personal effects**
The council is not liable for the loss or theft of pupils’ clothing or personal effects and any items are therefore brought into school at the pupil / parents’ own risk.

Parents can assist by ensuring that valuable items and unnecessarily expensive items of clothing are not brought into school.

Teachers and other staff have been advised not to accept custody of any such items.

The same principle applies to musical instruments and other equipment used for activities within the school, which belong to the pupil but are brought into the school. Parents should be aware that if such equipment is left in school, it is done at the pupil / parents’ own risk.

In the case of valuable items such as musical instruments, parents should ensure that these items are covered by their own household insurance.

ii) **Damage to clothing**
The council is only liable for damage to pupils’ clothing where the damage has resulted from the negligence of the council or one of its employees. Claims arising otherwise will not be accepted by the council’s insurers.

NB Please ensure that your child’s name is clearly marked on all items of clothing

**Attendance at School**
It is important for the school to work with parents in encouraging all children to attend school. All absences from school are required by law to be recorded. Absences will normally fall under two categories - authorised and unauthorised absence.

In cases where your child is unable to attend parents/carers 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, telephone 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 telephone number
  - mobile number
  - emergency contact details
The safety and well being of our children is everyone’s prime concern. By working together and sharing absence information we can minimise risk and keep our children safe.

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

Family holidays should be avoided during term time as this both disrupts the child’s education and reduces learning time. If holidays are taken during times when the school is open parents should inform the school in advance by letter.

If your child is taken on a family holiday during term time then in line with the Scottish Government advice this will be classified as unauthorised absence. However, in exceptional circumstances schools may register a family holiday during term time as an authorised absence when, for example, parents are unable to obtain leave during the school holiday period.

Clearly, absence with no explanation from the parents will mean the absence will be recorded as unauthorised.

In our approach to raising achievement it is recognised that attendance at school is something that should be continuously encouraged. Parents/carers, children and the school all have a part to play in encouraging and stressing the importance of attendance at school.

The school holidays dates and in-service dates are available from the website www.southlanarkshire.gov.uk

Promoting Positive Behaviour

It is the responsibility of all 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 instances of 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 immediately so that each alleged incident can be looked at. Together we can work towards creating a safer school for our pupils and staff.

In addition, a guideline (Management of Challenging 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.

Positive Behaviour is actively promoted in Townhill Primary School. We do this in class, through our Health and Wellbeing Programme, House system, circle time, point charts, regular use of stickers and stampers, class jobs etc and through assemblies via talks and Star of the Week awards.
The school’s promoting positive behaviour strategy centres around the UN Convention on the Rights of the Child. At the start of the session each class creates their own Class Charter, which is agreed by both staff and pupils. The charters contain the rights to which all pupils are entitled and also detail the responsibilities of pupils and adults within the classroom. Pupils are encouraged to reflect on how their behaviour and actions affect the rights of those around them. By doing so positive behaviours are encouraged.

The whole school also adheres to playground and bistro charters, which ensure that all are clear on the expectations for behaviour in all areas of the school. The charters aim to foster an ethos of respect and responsibility and create a safe and happy learning environment for all.

To support our charter system in promoting positive behaviour, we currently have five **Golden Rules** which are consistent across the school.

1. Follow instructions.
2. Work hard and always try your best.
3. Keep hands, feet and unkind words and actions to yourself.
4. Listen to the person who is meant to be talking.
5. Take care of your own, others and school property.

Running alongside our Golden Rules, each class also operates a system to reward good behaviour, using ‘Golden Time’. Good behaviour in school directly affects the amount of Golden Time each child receives. While most children enjoy participating fully, a few may have lost minutes and are on ‘Time Out’ until that time has passed. Each floor offers a selection of zones for children to opt in to. Some examples include; active zone, creativity zone, baking zone, construction zone, art zone.

In addition, every week class teachers nominate children to be presented with a Star of the Week Award. These awards are in line with the four capacities of Curriculum for Excellence and are presented to children who have worked hard to be Successful Learners, Confident Individuals, Effective Contributors or Responsible Citizens. Award winning achievements are displayed in school and highlighted in our school newsletter.

**Child Protection**
All staff in educational establishments in South Lanarkshire Council are required to attend training annually and follow the advice and guidance contained within the Education Operating Procedures.

The shared vision for Lanarkshire’s children is: “all children and young people in Lanarkshire have the right to be cared for and protected from abuse and harm in a safe environment in which their rights are respected.” All agencies will work together in a collaborative way to promote the safety and wellbeing of children and young people in Lanarkshire.

The Chief Officers and Child Protection Committees of North and South Lanarkshire Council’s are the driving force for ensuring that agencies individually and collectively work to protect children and young people as effectively as possible.

The Council has a duty in law to report suspicions that a child has been abused or is at risk of harm, in terms of the Children (Scotland) Act 1995. Therefore, Council staff have a professional and contractual obligation to report concerns to the head of establishment or the child protection coordinator immediately.

Education Resources staff and visitors from other agencies and services are required to follow these Child Protection Procedures to protect and support children and to fulfil their professional obligations to report all allegations or suspicions of child abuse.
For more information, or if you have a concern of a child protection nature, please contact the head of the educational establishment which your child attends.

The Council has produced an information leaflet – ‘stay safe’ for parents/carers on how to help ensure their child is safe when using the internet and mobile devices.

Copies are available from the school or the web: www.southlanarkshire.gov.uk

For more information, or if you have a concern of a Child Protection nature, please contact Mrs McGowan, Head Teacher.

**Keeping safe online**
The Council has produced an information leaflet – ‘stay safe’ for parents/carers on how to help ensure their child is safe when using the internet and mobile devices. Copies are available from the school or the web: www.southlanarkshire.gov.uk

**Playground Supervision**
Townhill Primary places a strong emphasis on pupil safety and parents may wish to know that an adult presence is provided in playgrounds at break times.

**Information on Emergencies**
We make every effort to ensure the school remains open during term-time for pupils. However, on occasions circumstances may arise which can affect the school. Schools may be affected by, for example, severe weather, power failures or through any other circumstances that may impact on the school day. In such cases we shall do all we can to let you know if this happens. We shall keep you in touch by telephone, text (where appropriate), letters, web news and through local radio stations particularly if there are prolonged periods of severe weather. We will also endeavour to update our school website, www.townhill-primary.southlanarkshire.gov.uk, as soon as possible. The Council’s website www.southlanarkshire.gov.uk will be used to let you know if the school is closed and when it will re-open.

It is important for parents/carers to let the school know of any change to mobile/home telephone numbers and changes of address.

If for any reason you are unsure if the school is open, visit the website www.southlanarkshire.gov.uk or email education@southlanarkshire.gov.uk
Your Commitments

We ask that you:

- support and encourage your child’s learning
- respect and adhere to the schools policies and guidance
- let the school know if you change your mobile/telephone number and/or address
- enjoy and take part in school activities
- accept your responsibility to respect staff who work in the school and for the school to be proactive in taking forward it’s commitment to care for and educate your child.

Data Protection Act - 1998

Information on pupils, parents and guardians is held by the school to enable the teaching, registration and assessment of pupils as well as associated administrative duties. The information is stored and used as per the requirements of the Data Protection Act 1998 with South Lanarkshire Council defined as the data controller. The council have established a data protection policy that applies to all of its schools. For more information please contact the school.
School holiday Dates Session 2016/2017

<table>
<thead>
<tr>
<th>Break</th>
<th>Holiday dates</th>
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<tbody>
<tr>
<td><strong>First Term</strong></td>
<td></td>
</tr>
<tr>
<td>Teachers return</td>
<td>Thursday 11 August 2016</td>
</tr>
<tr>
<td>Pupils return</td>
<td>Monday 15 August 2016</td>
</tr>
<tr>
<td>September Weekend</td>
<td>Close Thursday 22 September 2016</td>
</tr>
<tr>
<td>Re-open</td>
<td>Tuesday 27 September 2016</td>
</tr>
<tr>
<td>October Break</td>
<td>Close on Friday 14 October 2016</td>
</tr>
<tr>
<td>Re-open</td>
<td>Monday 24 October 2016</td>
</tr>
<tr>
<td>Christmas</td>
<td>Close on Thursday 22 December 2016</td>
</tr>
<tr>
<td><strong>Second Term</strong></td>
<td></td>
</tr>
<tr>
<td>Re-open</td>
<td>Monday 9 January 2017</td>
</tr>
<tr>
<td>February break</td>
<td>Close on Friday 10 February 2017</td>
</tr>
<tr>
<td>Re-open</td>
<td>Wednesday 15 February 2017</td>
</tr>
<tr>
<td>Spring break/Easter</td>
<td>Close on Friday 31 March 2017</td>
</tr>
<tr>
<td>Re-open</td>
<td>Tuesday 18 April 2017</td>
</tr>
<tr>
<td><strong>Third Term</strong></td>
<td></td>
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<tr>
<td>Local Holiday</td>
<td>Closed Monday 1 May 2017</td>
</tr>
<tr>
<td>Local Holiday</td>
<td>Close on Thursday 25 May 2017</td>
</tr>
<tr>
<td>Re-open on</td>
<td>Tuesday 30 May 2017</td>
</tr>
<tr>
<td>Summer break</td>
<td>Close on Tuesday 27 June 2017</td>
</tr>
<tr>
<td>Proposed in-service days</td>
<td>*Proposed date for teachers return (subject to consultation)</td>
</tr>
</tbody>
</table>

Notes:
- Good Friday falls on Friday, 14 April 2017
- Lanark schools will close 8 and 9 June 2017
- Schools will close at 2.30pm on the last day of terms 1 and 2 (Thursday, 22 December 2016 and Friday 31 March 2017)
- Schools will close at 1pm on the last day of term 3 (Tuesday 27 June 2017)

*Two in-service days proposed for August 2017 to be confirmed.
School holiday Dates Session 2017/2018

<table>
<thead>
<tr>
<th>Break</th>
<th>Holiday dates</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>First Term</strong></td>
<td></td>
</tr>
<tr>
<td>Teachers return</td>
<td>Tuesday 15 August 2017</td>
</tr>
<tr>
<td>Pupils return</td>
<td>Thursday 17 August 2017</td>
</tr>
<tr>
<td>September Weekend</td>
<td></td>
</tr>
<tr>
<td>Close</td>
<td>Thursday 21 September 2017</td>
</tr>
<tr>
<td>Re-open</td>
<td>Tuesday 26 September 2017</td>
</tr>
<tr>
<td>October Break</td>
<td></td>
</tr>
<tr>
<td>Close on</td>
<td>Friday 13 October 2017</td>
</tr>
<tr>
<td>Re-open</td>
<td>Monday 23 October 2017</td>
</tr>
<tr>
<td>Christmas</td>
<td>Close on</td>
</tr>
<tr>
<td></td>
<td>Friday 22 December 2017</td>
</tr>
<tr>
<td><strong>Second Term</strong></td>
<td>Re-open</td>
</tr>
<tr>
<td></td>
<td>Monday 8 January 2018</td>
</tr>
<tr>
<td>February break</td>
<td>Close on</td>
</tr>
<tr>
<td></td>
<td>Friday 9 February 2018</td>
</tr>
<tr>
<td>Re-open</td>
<td>Wednesday 14 February 2018</td>
</tr>
<tr>
<td>Spring break/Easter</td>
<td>Close on</td>
</tr>
<tr>
<td></td>
<td>Thursday 29 March 2018</td>
</tr>
<tr>
<td>Re-open</td>
<td>Monday 16 April 2018</td>
</tr>
<tr>
<td><strong>Third Term</strong></td>
<td>Local Holiday</td>
</tr>
<tr>
<td></td>
<td>Closed</td>
</tr>
<tr>
<td></td>
<td>Monday 7 May 2018</td>
</tr>
<tr>
<td>Local Holiday</td>
<td>Close on</td>
</tr>
<tr>
<td></td>
<td>Thursday 24 May 2018</td>
</tr>
<tr>
<td></td>
<td>Re-open</td>
</tr>
<tr>
<td></td>
<td>Tuesday 29 May 2018</td>
</tr>
<tr>
<td>Summer break</td>
<td>Close on</td>
</tr>
<tr>
<td></td>
<td>Thursday 28 June 2018</td>
</tr>
</tbody>
</table>

Notes:
- Good Friday falls on Friday, 30 March 2018
- Lanark schools will close 7 and 8 June 2018
- Schools will close at 2.30pm on the last day of terms 1 and 2 (Friday, 22 December 2017 and Thursday 29 March 2018)
- Schools will close at 1pm on the last day of term 3 (Thursday, 28 June 2018)
This annex gives a list of useful information and the links to the content is now available from the Council's website by accessing the following link http://www.southlanarkshire.gov.uk/info/200186/primary_school_information/1264/curriculum_for_excellence/3

The list is not intended to be exhaustive and authors may wish to consider additional sources of school, local and national information, material and resources.

Contact Details

Education Scotland’s Communication Toolkit for engaging with parents

The Scottish Government guide Principles of Inclusive Communications provides information on communications and a self-assessment tool for public authorities

Choosing a School: A Guide for Parents - information on choosing a school and the placing request system

A guide for parents about school attendance explains parental responsibilities with regard to 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

School Ethos

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

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

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

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

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

Curriculum

Information about how the curriculum is structured and curriculum planning

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

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

Broad General Education in the Secondary School – A Guide for Parents and Carers
Information on the Senior Phase

Information on Skills for learning, life and work

Information around the Scottish Government’s ‘Opportunities for All’ programme

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

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

Assessment and Reporting
Building the Curriculum 5: a framework for assessment provides guidance around the assessment framework

Information about Curriculum for Excellence levels and how progress is assessed

Curriculum for Excellence factfile - Assessment and qualifications

Information on recognising achievement, reporting and profiling

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

The Scottish Survey of Literacy and Numeracy (SSLN) is an annual sample survey which will monitor national performance in literacy and numeracy

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

National policies, information and guidance can be accessed on the following:

Education

Health

Young People

Children (Scotland) Act 1995

Standards in Scotland’s Schools (Scotland) Act 2000
A little look around Townhill!