



King's Oak Primary
School Handbook
2019-20

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Building Inverclyde through excellence, ambition and regeneration

Goals and Values

Our Core values are Respect, Honesty and Tolerance.

Our vision for the children and young people of Inverclyde is that they should be ambitious for themselves and be successful learners, confident individuals, responsible citizens and effective contributors.

To achieve our ambition of building Inverclyde through excellence, ambition and regeneration our children must be:

Safe: protected from abuse, neglect and harm by others at home, school and in the community.

Healthy: enjoy the highest attainable standards of physical and mental health, with access to healthy lifestyles.

Achieving: have access to positive learning environments and opportunities to develop their skills, confidence and self esteem to the fullest potential.

Nurtured: educated within a supportive setting.

Active: active with the opportunities and encouragement to participate in play and recreation including sport.

Respected and Responsible: involved in decisions that affect them, have their voices heard and be encouraged to play an active and responsible role in their communities.

Included: have access to high quality services when required and should be assisted to overcome the social, educational, physical, environmental and economic barriers that create inequality.

Welcome to King's Oak Primary School

35 East Crawford Street
Greenock
PA15 2DX

Dear Parents,

I hope you will find our handbook interesting and helpful.

We are very proud of our school and are confident you will experience our core values of Honesty, Empathy, Respect and Encouragement in every area of school life. We have created a caring and concerned school community with a strong focus on healthy relationships and where children experience an appropriate and stimulating curriculum which will enable them to develop their full potential.

Education is a partnership between school and home and by working together we can ensure that our pupils' learning experience is of the highest quality.

The Parent Circle meets regularly and reports on their activities to all parents. I would ask you to take an interest in and support the work of the Parent Circle. Our Family Hub is a space within the school where you can engage in a wide range of useful and supportive opportunities.

If you wish any further details please do not hesitate to call and see me.

I look forward to having you and your family join us at King's Oak Primary School.

Yours sincerely,

Graeme Marshall
Head Teacher

Contact Details

Head Teacher: Graeme Marshall
Depute Head Teacher: Louise Farrell
Principal Teacher: Leanne Cannon
Senior Early Years: Jakki McAliece

Name King's Oak Primary School
Address 35 East Crawford Street,
Greenock, PA15 2DX
Telephone 01475 714680
Email inkingsoak@glowscotland.onmicrosoft.com
Website kingsoakprimary.inverclyde.sch.uk
Twitter @KingsOakSchool
School Hours 9.00am - 10.30am **Present Roll** 308 pupils
10.45am - 12.15pm
1.15pm - 3.15pm

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.

The school is non-denominational, which means we welcome and respect pupils and families of all religious and non-religious backgrounds.

We provide an inclusive education for children aged 3-12 and our school building provides accommodation for classrooms, lunch hall, gym hall, flexi-rooms, library, ICT room, nursery playroom, nurture room and Family Hub. We have facilities for disabled children or adults; if you require any adjustments please get in touch and we will do everything we can accommodate your own or your child's needs.

Registration and enrolment for Primary 1 takes place in January each year. A series of visits to the school are organised for parents and the new entrants in June. However, parents are welcome to visit the school at any time, or are invited to contact the Head Teacher by telephone.

While each school in Inverclyde is managed by its own Head Teacher and Senior Staff, our school is part of the Inverclyde Academy cluster of schools working together to secure improvements and developments in agreed areas of priority. Our cluster of primary schools include: Aileymill, Inverkip, Lady Alice, Wemyss Bay, and Whinhill as well as Early Years Establishments, including Glenbrae Family Centre, Gibshill Family Centre, Hillend Family Centre and Blairmore Nursery.

Responding to Concerns and Complaints

We are confident you and your child will receive a very high standard of service at King's Oak. However, from time to time, you may wish to raise a concern. We would encourage you to speak with any member of staff to raise your concern in the first instance. We will do everything we can to reassure you, gather more information that may help us and then address your concern promptly. You can drop in to the school at any time and a member of our Senior Management Team will try to see you straight away or we can arrange a more suitable time to meet and discuss your concerns.

School Improvement

Each year we identify a range of priorities for school improvement. These are agreed as a result of self-evaluation activities and are also guided by local and national priorities in education.

In general terms, our priorities over the next three years are to:

- Improve the quality and impact of school leadership at all levels.
- Improve teacher professionalism by ensuring that professional learning impacts positively on children's progress and achievement.
- Enhance parental engagement and partnership working to support children's learning.
- Raise children's levels of achievement in literacy and numeracy and maximise progress for all pupils.
- Develop our curriculum to effectively implement the national 1+2 Languages programme and Inverclyde P.E. Framework.
- Ensure that future school improvement is based on robust evidence gathered from staff, colleagues at local and national levels, parents and pupils.
- Ensure wellbeing, equality and inclusion for all pupils through Inverclyde's approach to 'Getting It Right For Every Child'.

To find out about our most recent school priorities, please check out the school improvement policy on our school website.

Every year, we evaluate the impact of our School Improvement Plan and publish this information in our Standards and Quality Report. You will find our most recent copy of this report on our school website.

King's Oak Primary - Our School Aims:

Getting it Right For Every Child in King's Oak Primary

At King's Oak, it is our vision that **all** pupils are given the opportunities, guidance and support to maximise every area of their wellbeing. We achieve this through our core values of Honesty, Empathy, Respect and Encouragement.

We use 8 wellbeing outcomes to establish aims which are central to everything we do in the school and ensure that our children are...

Safe: In King's Oak, we believe every child has the right to feel secure and to live and learn in an environment which is free from harm and danger.

Healthy: In King's Oak, we believe every child has the right to feel healthy and happy and to learn the knowledge and skills needed to make healthy, safe choices.

Achieving: In King's Oak, we believe every child has the right to receive the support that they need in order to make progress in the knowledge, skills and personal qualities required to unlock further opportunities for learning.

Nurtured: In King's Oak, we believe every child has the right to belong to a nurturing and stimulating home, school and local community where they can live and learn.

Active: In King's Oak, we believe every child has the right to access a broad range of opportunities for physical activity which are enjoyable and contribute to building a sustainable, active lifestyle.

Respected: In King's Oak, we believe every child has the right to have their views, concerns and goals taken into account when decisions about their wellbeing are made.

Responsible: In King's Oak, we believe every child has the right to develop the skills and personal qualities needed to contribute to a responsible and compassionate community.

Included: In King's Oak, we believe every child has the right to be accepted and valued as an individual and as part of a team in school and the wider community.



Emergency Contacts

It is most important that you keep the school up to date with information, particularly the telephone number which may be required in an emergency.

We make every effort to maintain a full educational service, but on some occasions circumstances arise which lead to disruption. Schools may be affected by, for example, severe weather, temporary interruption of transport, power failures or difficulties of fuel supply. In such cases, we shall do all we can to let you know about the details of closure and of re-opening. We shall keep in touch with you by using letters, notices in local shops and community centres, announcements in the press and on local radio, updates will be posted on Inverclyde Council website at www.inverclyde.gov.uk/winter. You can also follow the council on twitter at www.twitter.com/Inverclyde for regular updates. Our own Twitter page is @KingsOakSchool.



Staff List

Teaching Staff

Mr Graeme Marshall Head Teacher

Responsibility for Child Protection, Named Person Service, Equality, School Improvement, Budget Management, Improving Teaching & Learning, Tracking & Monitoring of Pupil Progress and Attainment, Maths & Numeracy Coordinator, Parental Engagement, Inverclyde Academy Cluster, Local & National Partnerships.

Miss Louise Farrell Depute Head Teacher

Responsibility for Additional Assessment, Planning and Support for Pupils, Operational Staffing, Improving Teaching & Learning, Staff Wellbeing & Induction, Children's Rights, Literacy Coordinator, Operational Nursery Support.

Mrs Leanne Cannon Principal Teacher

Responsibility for Health & Wellbeing Coordinator, ICT Coordinator, Breakfast Club, Extra-Curricular Activities, Active Schools, Family Learning.

Teaching Staff:

Mrs L McShane
Mrs E Stevenson
Miss C Agnew
Mrs J McLeary
Miss S Cordiner
Mrs G Campbell
Mr C Thomson
Mrs E Crerar
Mrs E Marshall
Mrs E Haggerty
Mrs J McAulay
Miss S Manson
Miss L Sincalir

Nursery Staff:

Miss J McAliece Senior EYECO
Mrs L McDonald EYECO
Miss S McAllister EYECO

Support Staff:

Mrs J Ingram	Learning Assistant
Mrs C Meechan	Learning Assistant
Mrs K O'Donnell	ASN Auxiliary
Mrs S Gannon	ASN Auxiliary
Mrs A McWilliams	ASN Auxiliary
Mrs K Barry	ASN Auxiliary
Mrs I Monaghan	ASN Auxiliary
Mrs C McKechnie	ASN Auxiliary
Ms L Dunn	ASN Auxiliary
Mrs M O'Hara	ASN Auxiliary
Mrs S Hunter	ASN Auxiliary
Mrs A Grierson	ASN Auxiliary
Ms H Craynor	Classroom Assistant
Mrs M Brady	Classroom Assistant

Mrs J Thomson	Cook
Mr J Bradley	Janitor

Office Staff:

Mrs C Stevenson	Senior Clerical Assistant
Mrs M O'Neill	Clerical Assistant
Miss Lynn Mcdermid	Clerical Assistant

The School Year

Holiday Dates for Session 2019/20

Teachers Return		Thursday, 15 August 2019
Pupils Return		Monday, 19 August 2019
	Close	Friday, 6 September 2019
	Re-open	Tuesday, 10 September 2019
Mid Term	Close	Friday, 11 October 2019
	Re-Open	Tuesday, 22 October 2019
Christmas Holidays	Close	Friday, 20 December 2019
	Re-open	Monday, 6 January 2020
Mid Term	Close	Friday, 7 February 2020
	Reopen	Thursday, 13 February 2020
Easter Holidays	Good Friday	Friday, 30 March 2020
	Easter Monday	Monday, 2 April 2020
	Close	Thursday, 2 April 2020
	Reopen	Monday, 20 April 2020
May Day		Monday 4 May 2020
May Weekend	Close	Thursday, 21 May 2020
	Reopen	Wednesday, 27 May 2020
Summer Holidays	Close	Friday, 26 June 2020

Local Holidays and In-Service days to be arranged at a later date.

Home and School

Nursery Class:

Within the school we have a nursery class. King's Oak nursery class caters for twenty-four children in the morning and twenty-four children in the afternoon. The nursery class is open during school term time.

Children must be three years of age before they can be offered a place in the nursery class. All places are allocated in line with Inverclyde Council's admissions policy. A copy of this can be obtained from the nursery.

Hours of Opening

Morning session: 8.45 - 11.55am

Afternoon session: 12.30 - 3.40pm

The nursery will be closed during school holidays.

King's Oak nursery class is non- denominational. We respect and welcome children and parents of all religions, faiths and beliefs.

Enrolment in Primary 1:

Registration of new entrants takes place in January each year. Dates and times of registration are publicised in local and national newspapers. Pupils resident within the school catchment area, whose fifth birthday falls between 1st March of the current school year and the last day of February of the following school year, will automatically be admitted into school.

Parents wishing to make a placing request for another school must first register in their local school and information will be given on request.

Parents of older children seeking a place should contact the school where advice will be given.

After the initial enrolment takes place, steps are taken to ensure that the change from pre-schooler to new entrant is as smooth and happy as possible. During the summer term parents are invited to bring children to school so that they and the children can meet their teacher. The children will be involved in a variety of activities and parents will meet with the senior managers to talk about preparation for school life and the primary school curriculum.

Home and School

Child Protection in Inverclyde

Inverclyde Council Education Services has Child Protection Guidelines and Procedures which all schools and establishments are required to follow. Education Services work very closely with other agencies, namely Strathclyde Police, Social Work Services, NHS Greater Glasgow and Clyde and the Children's Reporter to support children. Common responsibilities of all staff are to protect children from abuse and exploitation, to respond appropriately when abuse is identified, and to ensure, whenever possible that all children are able to exercise their right to be raised in a warm, stimulating and safe environment with the support of staff, their families and carers.

Parents

The staff of the school are very much aware of the value of sharing the responsibility for the education of our pupils with the parents. Strong home/school links are invaluable in developing and maintaining good relationships. We do appreciate the time and commitment which so many parents give to the school.

We are very aware of the need to have good communication between parents and the school. Newsletters are sent home (normally at the beginning of each month) to keep parents informed of school activities and we would also recommend attending our weekly Parent Circle Café on Friday mornings from 9-10am. Communication is a two way process and it is important that parents inform the class teacher or promoted staff of any concerns, complaints or changes in family circumstances as soon as possible so that we can work together to resolve any difficulties.

Our parent interviews, which take place 3 times per year (Nov, Feb and Apr) will give sufficient time for private discussions, but the staff are normally available at any time during the school day to discuss a particular pupil's progress. If you wish to make an appointment please telephone the school office staff who will arrange a suitable time, thus helping to avoid unnecessary disruption to the work of the class.



Home and School

King's Oak Family Hub

King's Oak Primary and Nursery is a very special school community.

Our school staff are committed to demonstrating the values of Teamwork, Empathy, Ambition, Motivation and Encouragement in everything we do.

We understand that to achieve the very best for every child, we need to work in partnership with families and our Family Hub provides us with a place within our school to promote family and community learning ... a place to meet, a place to relax, a place to laugh, a place to learn.

Our Family Hub opened within our school in August 2017. Since then, we have tapped into the strengths of our local community, including parents, carers and local organisations to create a place where we can all connect and learn. Our Family Hub is a welcoming place for everyone connected to our school community and there is always so much going on for children and families to get involved.

In June 2018, we were very proud to be awarded the Scottish Education Award for Family and Community Learning. This was a huge achievement for our school community and yet we recognise that we are still at the beginning of our journey to ensure our Family Hub is at the heart of the school.

Please continue to support our Kings Oak Family Hub. The Family Hub is YOUR Hub and we are always open to hearing your ideas about how to achieve even more!

Home and School

Attendance at School

King's Oak Primary School is committed to working in partnership with parents in order to raise the achievements of all young people. Reducing absence is a key priority and we seek the co-operation of parents to meet this objective.

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

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

Young people of school age may be unable to attend school for a wide range of reasons including illness, accidents or long term medical conditions. In general there will be an automatic referral by the school for education outwith school after 15 days of continuous or 20 working days of intermittent absence, within a single session, for verifiable medical reasons.

Parents should inform the school by telephone on the first morning of an absence and provide a reason for the pupil's absence. The school will contact the pupil's family and thereafter other emergency contacts if no explanation is given for the pupil's absence. This contact will be made before 10am on the first morning of an absence and early after the restart after lunch in the case of an afternoon absence. Other agencies may be contacted if no contact with the pupil's family can be achieved and if there are continuing or emerging concerns about a pupil's safety or wellbeing. On return to school parents are asked to provide a note explaining the reasons for absence.

Parents should keep the school informed of any changes of address or telephone numbers, both their own and those of the emergency contacts. The Scottish Government has provided guidance on the management of attendance and absence in Scottish schools in its publication *Included, Engaged and Involved-part 1: Attendance in Scottish Schools*. Every effort should be made to avoid family holidays during term time as this both disrupts the child's education and reduces learning time. It has been clarified that family holidays should not be recorded as authorised absence, except in exceptional domestic circumstances, where a family needs time together to recover from distress, or where a parent's employment is of a nature where school-holiday leave cannot be accommodated (e.g. armed services or emergency services). It is for local authorities and schools to judge when these circumstances apply and authorise absence, accordingly. The categorisation of most term-time holidays as unauthorised absence has been a contentious issue for some families, many of whom are concerned at the higher cost of holidays during school holiday periods.

The Scottish Government has no control over the pricing decisions of holiday companies or holiday companies or flight operators. Our main focus is to encourage parents and pupils to recognise the value of learning and the pitfalls of disrupting learning for the pupil, the rest of the class and the teacher. Clearly where an absence occurs with no explanation from the parent, the absence is unauthorised.

Schools investigate unexplained absence, and Education Services has the power to write to, interview or prosecute parents, or to refer pupils to the Children's Reporter, if necessary.

Attendance and Absence Data

Our current average attendance rate for pupils is between 93% and 94%, just under the Inverclyde average of just below 95%. We place utmost importance on excellent school attendance and aim to improve our attendance figures so that they are higher than the local and national average.

The data on attendance and absence for schools that have closed are available from Education Services.

Absence rates are calculated as a percentage of the total number of possible attendance for all pupils of the school in the stage shown, each morning and afternoon of each school being a separate possible attendance.

Where figures or percentages based on a number of pupils under any particular heading is between 1 and 4, no information is given and *** is inserted in place of the figures.

The Authority's and Scotland's figures include all education authority and grant-aided primary schools, but exclude all special schools.

School Meals

We have "Health Promoting Schools Status" and pupils are involved in improved health awareness in general, have increased opportunities for physical activity and have the benefit of healthy choices at lunch time.

Children of parents in receipt of one of the following benefits are entitled to a free midday meal:

- **Income Support**
- **Income-based Job Seeker's Allowance (JSA)**
- **Child Tax Credit, but not Working Tax Credit, and where income is less than £16,105 (in 2018/19) as assessed by the Inland Revenue.**
- **an asylum seeker receiving support under Part VI of the Immigration and Asylum Act 1999**
- **Employment and Support Allowance (income related) (ESA);**
- **Parent or carer who is in receipt of both maximum Child Tax Credit and maximum Working Tax Credit with an income under £6,420;**
- **Universal Credit - where your maximum monthly income from employment does not exceed £610, as shown on your monthly Universal Credit statement**

Home and School

Information and application forms for free school meals may be obtained from schools and Education Service, 105 Dalrymple Street, Greenock, PA15 1HU. In addition such children will be entitled to free milk.

A cafeteria service is operated in the school dining room. Different categories of meals are served - Main meal, snack meal, soup meal, packed lunch or baked potato. Parents will be notified of the current charges at the start of the session. At the present moment, a school meal costs £2.00.

Those pupils requiring special diets will be accommodated on production of the necessary guidelines from a medical practitioner. Those pupils bringing packed lunches will be accommodated in the dining room or gym hall.

Parent Forum and Parent Council

Scottish Schools (Parental Involvement) Act 2006 led to the establishment of Parent Councils in primary, secondary and special schools. The Act recognises the vital role that parents play in supporting their children's learning. It places a duty on authorities to promote the involvement of parents in children's education and the wider life of the school. It aims to help parents to be:-

- Involved with their child's education and learning
- Welcomed as an active participant in the life of the school
- Encouraged to express their views on school education generally

The Parent Council, as a statutory body, has the right to information and advice on matters which affect children's education.

Parents who are involved on a regular basis in schools should undertake an enhanced disclosure through Disclosure Scotland.

King's Oak Primary Parent Circle

Chair:	Linzi Miller
Vice Chair:	Kelly Dominick
Secretary:	Jackie Thomson
Treasurer:	Elizabeth Rankin
Advisor:	Mr G Marshall
Staff Members:	Miss L Farrell, Ms J McAliece

Information about our Parent Circle can be found on the Notice Board at the entrance to the school. Minutes of meetings and contact details are displayed. Our Parent Circle uses a variety of ways to gather the views of the wider Parent Forum. Follow the Parent Circle on Twitter @KingsOakPC

Scottish Parent Teacher Council

The Scottish Parent Teacher Council is the national organisation for PTAs and PAs in Scotland and runs an independent helpline service for all parents. You can contact them by phone/fax on 0131 226 4378, by email on SPTC@sol.co.uk or write to SPTC, 53 George Street, Edinburgh, EH2 2HT.

The Equality Statement for Inverclyde Schools

'Inverclyde Education Service is committed to ensuring that no children or members of staff or service users receive less favourable treatment on any ground including gender, race, disability, age, sexual orientation, religion or belief. We have a moral, social and legal obligation to mainstream and put equality at the heart of everything we do. We aim to promote a culture in which equality of opportunity exists for all. We are opposed to all forms of discrimination, direct or indirect, and aim to eliminate all discriminatory practices. We will ensure that, in our schools and other educational establishments, equality permeates the curriculum and underpins all our policies and practices in terms of access to education. We must ensure that all our children achieve their full potential to develop physically, emotionally and academically. Finally, we believe that equality and inclusion should be given right, where everyone is valued and treated with respect.

Inclusion and Equality

Inverclyde Council Education Service aims to:

Offer education of the highest quality to all young people within a developing culture of inclusion.

Endorse the principles of inclusion, entitlement and equality of opportunity in the development of best practice.

Value the diversity of interests, qualities and abilities of every learner.

Believe that every child and young person is entitled to educational opportunities which enable the achievement of success and further development of the individual's learning potential within the least restrictive environment.

Affirm the right of all young people to have access to the highest quality of educational provision which is appropriate to learning needs, is supportive of the young person and is delivered in partnership with young people, parents and the wider community.

In meeting the needs of all of our pupils we will demonstrate no discrimination on the basis of race, gender, disability, sexual orientation, religion or belief. This encompasses curricular, extra-curricular and classroom activities and is foremost in the attitudes which we develop in our pupils.

Equal Opportunities and Social Justice

We are determined to make sure that every pupil is supported throughout school, fairly and equally, regardless of circumstances. We call this social justice and it's about making sure that all pupils are given an equal chance to reach their potential.

In meeting the needs of all our pupils we will demonstrate no discrimination on the basis of race, gender, disability, sexual orientation, religion or belief.

This encompasses curricular, extra-curricular and classroom activities and is foremost in the attitudes which we develop in our pupils.

In light of recent legislation on Human Rights, Race Equality and Disability, the authority and its establishments are reviewing policy and practice on equal opportunities and social justice.

It is the aim of the school through the Health and Wellbeing curriculum to foster, in our pupils, positive regard for self, for others and their needs, and to develop life skills to enable them to participate effectively and safely in society. Pastoral care is the responsibility of the Principal Teachers, Depute Head Teacher and the Head Teacher. Parents will be kept informed of any change in school policy.

Further information and advice, if desired, may be obtained from the head teacher.



School Policies

General

To enable each child to develop their full academic potential, give them opportunity to develop their social skills, and encourage them at all times to fully develop their personalities, the school demands a high standard of progressive, efficient and caring teaching from the staff and a high standard of academic work, an active involvement and a real commitment from the pupils. Pupils are given special opportunities to develop a community awareness by being instructed in community affairs, and where possible, being involved in community activities. Our charities work is now a regular feature and the money, and interest, generated has been considerable. Pupils are also given opportunities to develop confidence and special skills by taking part in regular assemblies, occasional dramatic and musical events, and many other school activities. Pupils take responsibility as Monitors, Active Squad members, Buddies, Football Referees, Peer Mediators etc.

The school also takes part in many community events. Children are encouraged to participate as a means of building self-esteem. Confidence in athletic skills is promoted through participation in a variety of sports.

Pupils are also encouraged to contribute to the wider life of the school through our various pupil committees. E.g. Active Group, Healthy Group, Responsible Group etc.

Positive Relationships

At King's Oak Primary, we are very proud of how we promote positive behaviour through the development of positive, healthy relationships. Positive relationships build and maintain an individual's emotional, mental and social health and wellbeing.

Positive Expectations: Our school's Code of Conduct is the vision we have for conduct within our school.

- ❖ We are kind and caring.
- ❖ We show good manners to everyone.
- ❖ We make safe and responsible choices.
- ❖ We always try our best.
- ❖ We let others learn.
- ❖ We look after our school.

The Code of Conduct is intentionally simplistic in language and can be applied to all stages. The primary aim of following the Code is to ensure healthy, positive relationships between everyone within our school community.

The adults within the school model the code for pupils and aim to establish the very best behaviour in class by delivering the highest possible quality of learning and teaching.

Promoting Positive Relationships: We establish opportunities for positive relationships to thrive. Through Health and Wellbeing lessons, and in all aspects of school life, we aim to teach the children to become emotionally intelligent. This means that they can recognise their own feelings and can manage these feelings positively, whilst also being able to recognise the feelings of others and positively manage their relationships with them. These are vital life-skills and children receive praise and encouragement accordingly. In class, children work together regularly to help develop the skills needed to cooperate, confidently in a team.

Managing Relationships Positively: We use a range of skills to manage, protect and repair relationships. Making mistakes is part of the learning process and we see these as opportunities to help children learn healthier more positive ways of behaving. We judge the behaviour and NOT the child. We avoid the overuse of rewards and punishments to 'control' behaviour. Instead, we look at each situation individually and help children to learn how to repair any harm they have caused to others and how they can deal with a similar situation in a more positive way in future. We teach children how to calm down when they are angry or upset and then how to achieve a win-win ending when they have a disagreement with others. This, like all learning, can take time, but it helps children to develop the skills to become more independent when faced with challenging situations as they get older.

Supporting Children: We understand that some children with Additional Support Needs, may experience the type of emotional difficulties, which can result in unhealthy patterns of behaviour and relationships. We work in partnership with parents/carers in a way that is Solution-Oriented and free from blame in order to provide children with the support they need.

We know that behaviour which contradicts our Code, if left unchecked, can lead to bullying and we know that we all have a duty to protect children from this type of behaviour as it is a breach of Children's Rights.

Bullying is any behaviour which can leave a person feeling frightened, left out or hurt. It can be:

- Being called names, being teased or made fun of.
- Being hit, tripped, pushed or kicked.
- Having belongings taken or damaged.
- Being ignored, left out, or having rumours spread about you.
- Receiving abusive text messages or emails.
- Being targeted of who you are or how you see people.

Bullying behaviour might be repeated behaviours...but it might also be a single incident.

Bullying behaviour might be intentional...but it might also be unintentional. Cyberbullying is a term used to define bullying behaviour which takes place via a mobile phone or over the internet through emails, instant messaging and social networking websites.

We do not use the term 'bully' or 'victim' to label individuals, but, instead, describe behaviour as 'bullying behaviour'. Labels can stick, so instead we prefer to help the individual(s) change their behaviour or recover.

If you think your child is being bullied or might be bullying another person (or a bit of both); try to stay calm, listen to what your child is saying, keep an open mind and contact the school so we can work together to make the changes to ensure that everyone affected feels better.

We send a clear message to children that 'bullying behaviour is never acceptable' and we show equal concern in addressing all 'bullying behaviour'; irrespective of whether the behaviour was displayed at school, out of school or online.

Useful websites: www.respectme.org
www.childline.org.uk
www.parentlinescotland.org.uk
www.ceop.gov.uk

Curriculum

In accordance with the policy of Inverclyde Education Services, we maintain a broad, balanced and stimulating curriculum, differentiated to meet the needs of every individual child.

Curriculum for Excellence

The curriculum framework for all Scottish educational establishments 3-18, called Curriculum for Excellence, offers better educational outcomes for all young and provides more choices and more chances for those young people who need them.

The aims of Curriculum for Excellence are that every child and young person should:

Know they are valued and will be supported to become a successful learner, an effective contributor, a confident individual and a responsible citizen;

Experience a traditionally broad Scottish curriculum that develops skills for learning, skills for life and skills for work, with a sustained focus on literacy and numeracy, that encourages an active, healthy and environmentally sustainable lifestyle and builds an appreciation of Scotland and its place in the world.

Curriculum

The experiences and outcomes under Curriculum for Excellence are written at five levels, with progression to qualifications described under the senior phase.

Early Level - the pre-school years and P1 of later for some

First Level - to the end of P4, but earlier for some

Second Level - to the end of P7, but earlier for some

Third and Fourth - S1 to S3, but earlier for some

Senior phase - S4 -S6 and college or other means of study.

Learning and Teaching Policy

We establish a classroom atmosphere which is nurturing, happy and safe and conducive to learning; pupils and adults are welcomed with a smile and friendly greeting and worries or concerns are addressed effectively to allow children to concentrate on their learning and leave school happy at the end of every day. Classroom environments are bright, tidy and organised, and celebrate children's learning.

Teachers ensure that lessons are stimulating in order to maintain pupils' motivation. Learning builds on children's previous learning and relate to their real-life experiences. Learners are given opportunities to think and learn independently and cooperatively. Lessons reflect a variety of different learning styles and learners are encouraged to be creative and show initiative. Teachers value pupils' contributions and build on these during lessons and children are taught when and how to seek help in class.

Our teachers monitor pupils' progress closely during lessons and ensure that instructions are clear. Teachers provide feedback to our pupils in a way which lets them know what they have achieved and their next steps in learning. Every pupil creates a Learning Log in class, which they use to record their achievements and personal targets.

Literacy & English

Literacy is fundamental to all areas of learning, as it allows us to access the wider curriculum. Being literate ensures that our children can enjoy lifelong learning and contributes greatly to the development of all four capacities of Curriculum for Excellence. Teachers provide opportunities to encourage children to talk about their learning, discuss their ideas and read and write at a level which helps them to develop skills in all curricular areas.

Our main reading resource is Bug Club. The reading books provide us with a core of varied and enjoyable reading material which is well structured and of good literary quality. By using these books the children develop a sound reading ability and are encouraged to try more demanding material. Other excellent resources are also used to provide extra support or to extend reading skills.

At home you can help your child enjoy reading, improve his/her vocabulary and develop a greater understanding by discussing event/pictures in the stories. Children will readily tell you what they see in a picture, but it is worth asking them to think about why something has happened, what may happen next and how the characters feel, etc. We then complement this work with a wide range of activities, i.e. - writing, further discussion and creative work - all related to different texts.

Reading for enjoyment is an essential part of your child's education, and to foster this habit, we host a book fair in the school during the year, where parents can come into the school and select books with their child. Any profit from this is used to purchase more books for inclusion in class libraries.

Pupils are encouraged to write for different purposes using a programme structured to ensure a progressive development of the skills needed to communicate ideas. All pupils are taught to review and redraft their work.

Opportunities in Listening and Talking are provided in many ways - by the use of specific resources, group talks, co-operative group work, class assemblies and discussions about current issues. Pupils are also given regular opportunities to present their work orally to wider audiences supported by ICT.

Numeracy and Mathematics

Numeracy is a skill for life, learning and work. Being numerate allows young people to be more confident in social settings. All staff have important roles to play in enhancing the numeracy skills of all children.

At King's Oak it is our policy to provide an organised structure for mathematics with a balanced progression of work from P1 to P7, through which the child will work at his or her own rate according to ability. At each stage in the programme the emphasis will be placed initially on practical work to help children acquire concepts and understand particular techniques before proceeding to written work for consolidation. It is an essential part of our maths policy that learning from "doing" takes place at each new development, and that concrete materials are available whenever required.

The main resource used is Active Heinemann Mathematics which provides a well-planned and balanced progression of work from P1 to P7. There are workbooks and textbooks for the pupils with the addition of work cards plus detailed teacher's notes and activity packs. It is an essential part of the scheme that learning from DOING takes place at each new development, and that concrete materials are available whenever required. In this respect, therefore, it fits in well with our school policy. Our mathematics programme includes:

- Number, money and measure
- Shape, position and movement
- Information handling

Mathematics is most effective when the knowledge and understanding that have been developed are used to solve problems. Problem solving will be at the heart of all our learning and teaching.

Health and Wellbeing

Learning in Health and Wellbeing ensures that children develop the knowledge, understanding and skills needed for mental, emotional, social and physical wellbeing. In King's Oak, our Health and Wellbeing programme aims to support children in their ability to:

- Make informed decisions to improve their own mental, emotional, social and physical wellbeing
- Experience positive aspects of healthy living and activity
- Apply their skills to pursue a healthy lifestyle now, and in the future
- Move successfully through each stage of education

All adults in King's Oak share responsibility for creating a positive, supportive ethos and building respectful relationships built on trust.

Some aspects of our Health and Wellbeing programme may be delivered by sports or health specialists.

Sex and Relationship education is an integral part of a school's health education programme. It focuses on the physical, emotional, moral and spiritual development of all children. Teachers are central to the delivery of sex education from Primary 1-7 and work in partnership with parents/carers and appropriate health professionals. Parents/carers will be fully informed and consulted on the content and purpose of sex and relationship education and have the opportunity to raise concerns with school staff. On an occasion where a parent/carer wishes to exercise their right to withdraw his/her child from sex and relationship education they should discuss their concerns and alternative arrangements with school staff. (As per Inverclyde Council's policy "Sexual Health and Relationship Education").

Religious and Moral Education

Religious and Moral Education should encourage pupils, over their school life, to explore the world's major religions. It supports children in developing and reflecting upon their own values. It is a process where children engage in a search for meaning, value and purpose in life.

Various world religions are studied from P1 to P7.

Social Studies

Through Social Studies, children develop their understanding of the world. They learn about other people, different times, places and circumstances. They also develop their understanding of the environment. In King's Oak, we use a variety of approaches and contexts to allow children to develop a range of skills including observing, describing, recording, investigating, decision-making, presenting information etc. We also promote active citizenship through our Social Studies programme. Children are given opportunities to become involved in the life of the school, the local community and learn more about the wider world.

Sciences

Children develop their interest in, and understanding of, the living, material and physical world through learning in Science. In King's Oak, we use a wide range of contexts to provide investigative tasks which allow children to develop skills and knowledge. Through involvement in investigations, challenges and problem solving experiences, children use skills of critical thinking and also begin to appreciate how science helps to meet the needs of society.

Expressive Arts

Our Expressive Arts curriculum covers dance, drama, music, art and design. This framework provides children with opportunities to be creative and imaginative. Active participation allows our children to experience and enjoy performing and presenting for different audiences. We also develop children's abilities to evaluate and appreciate the work of others. Throughout the school year, there are many opportunities for the children to showcase their skills and talents. e.g. wall displays, assemblies, concerts, talent show, parent workshops etc.

Technologies

Our Technologies framework offers challenging activities which can involve research, problem solving, discovering and exploring new or unfamiliar ideas, skills and materials. This often leads to deep learning from creating products that work. Children develop their creativity and are encouraged to be innovative. ICT skills are taught and then used in other curricular areas, especially those skills required for everyday life and work.

Visits and Outings

The school activity grant is used to subsidise education outings each year. Visits have been made to Stirling Castle, Scotland Street Museum, Science Centre, Vikingar and New Lanark. Most visits are linked to classroom projects.

Extra-Curricular Activities

Parents will be notified of all extra-curricular activities and, as in the past, their assistance will be most welcome. Parents are invited to come along and find out what is taking place.

Pupils from P4-7 are invited to attend selected activities which include athletics, football, P7 Yearbook and Euroquiz Club. The school is keen to promote and take part in cultural activities. Involvement of all parents is actively encouraged.

Parents should note that the activities the pupils may become involved in may be restricted because health and safety requirements state that jewellery of any kind must not be worn where pupils are undertaking games or physical activities.

Family Learning

Many parents ask us how they can best help to support their child's work at school. Being involved on a regular basis with your child's home learning is one way in which you can help. You can also help by listening to reading, asking questions, checking/testing spelling and going over multiplication tables.

We offer monthly opportunities to participate in fun, family learning tasks and have a weekly Family Learning Club for parents to attend with their children. Check out www.readwritecount.scot for more information about family learning.

Religious Observance

We aim to allow pupils to engage in shared activity reflecting and expressing their spiritual needs and aspirations, and allow those who wish, to worship. We celebrate important occasions in the life of the school and community and we involve pupils in experiences which stimulate, challenge and extend their capacities for spiritual response to the world in which they live.

We hope you will share with us in worship, but we remind you of the right to withdraw your child if you so wish from any form of religious observance or instruction in the school. This should be done in writing to the Head Teacher.

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

In accordance with section 71(1) of the Race Relations (Amendment) Act 2000, the council will have due regard to the need to:

- eliminate unlawful discrimination;
- promote equality of opportunity; and
- promote good race relations between persons of different racial groups.

Curriculum

Assessment

It is our policy to give every pupil an equal chance to share in all the learning opportunities, formal and informal, that the school provides.

Assessment is used to improve the quality of learning and teaching, identify pupils' strengths and weaknesses, assist in the provision of a curriculum suited to the needs of the children and to ensure continuity and progression throughout the curriculum. Pupils will be encouraged to take responsibility for their own learning. Continual checks are made on every pupil's progress to ensure that they are achieving their full potential. Assessment of progress is, therefore, continual and is a means of testing our methods and approach in addition to the progress of the child. Recording of assessment is carried out in a variety of ways.

Children may also participate in Pips testing at P1, P3, P5 and P7. The results from this computer programme can help us to recognise individual, group and class progress.

Reporting to Parents

A progress report is sent home in June. Parents and children are invited to comment on reports. Parents are encouraged to discuss progress with their child's teacher in November and March.

Additional Support Needs

It is our policy to provide an appropriate curriculum for all pupils, including those children with Additional Support Needs.

All children

and young people need support to help them learn. It is our duty to work in partnership with other children's services to ensure all of our pupils are safe, Healthy, Achieving, Nurtured, Active, Respected, Responsible and included. The main sources of support in early years and in schools are the staff who, through their normal practice, are able to meet a diverse range of needs. With high quality teaching and learning and an appropriate curriculum most children and young people are able to benefit from education without the need for additional support. Some children may require additional support for a range of reasons and may require this support in the short term, whilst others may require long term additional support to meet their needs. **If a parent considers that his or her child has additional support needs and wishes to make enquiries on this they should contact the Head Teacher.**

Curriculum

The Additional Support for learning (Sources of Information) (Scotland)

Children in Scotland: Working for Children and Their Families, trading as "Enquire - the Scottish advice and information service for additional support for learning", a charitable body registered in Scotland under registration number SC003527;

Scottish Independent Advocacy Alliance, a charitable body registered in Scotland under registration number SC033576; and

Scottish Child Law Centre, a charitable body registered in Scotland under registration number SC012741.

Useful websites: www.enquire.org.uk
www.siaa.org.uk
www.sclc.org.uk

Transferring from Primary to Secondary School

Pupils are normally transferred between the ages of 11½ and 12½, so that they will have the opportunity to complete at least 4 years of secondary education. Parents will be informed of the arrangements no later than December of the year preceding the date of transfer at the start of the new session. Pupils will transfer to Inverclyde Academy.

Head Teacher: Mrs D Crawford
Inverclyde Academy
Inverkip Road
Greenock
PA16OQG

Parents should be advised that if they wish their child to transfer to this school they must live within the catchment area otherwise a placing request must be submitted

Supervision of Playgrounds

An adult presence is provided in playgrounds at break times in terms of the Schools (Safety and Supervision of Pupils) (Scotland) Regulations, 1990.

School and Community Links

We welcome any opportunity to work with and actively seek involvement with outside agencies, e.g. Police, Social Work, School Health, other schools, Youth Groups and other support services. Any suggestions to further develop these links will be most gratefully received.



Transport

General

Please note that the transport policy for Inverclyde is currently subject to consultation. The outcome of the consultation is expected to be known in January 2017.

The Council has a policy of providing free transport to all primary pupils who live more than one mile from their local school by the recognised shortest walking route. This policy is more generous than the law requires. This means that the provision of transport could be reviewed at any time. Parents who consider they are eligible should obtain an application form from the school or Education Services at 105 Dalrymple Street, Greenock, PA15 1HU. These forms should be completed and returned before the end of February for those pupils beginning school in August, to enable the appropriate arrangements to be made.

Applications may be submitted at any time throughout the year but may be subject to delay whilst arrangements are made. The appropriate officer has discretion in special circumstances to grant permission for pupils to travel in transport provided by the authority, where spare places are available and no additional costs are incurred.

Where free 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 limit (see above paragraph). It is the parent's responsibility to ensure that their child arrives at the pick-up point on time. It is also the parent's responsibility to ensure the child behaves in a safe and acceptable manner while boarding, travelling in and alighting from the vehicle. Inappropriate behaviour could result in your child losing the right to free transport.

Placing Requests

Please note that the placing request policy for Inverclyde is currently subject to consultation. The outcome of the consultation is expected to be known in January 2017.

Education Services does not provide transport for those pupils in receipt of a placing request other than in exceptional circumstances. In the case of under-age placing requests, if the child is offered a place in his/her catchment area school, transport will be provided in accordance with council policy stated above.

The majority of pupils in King's Oak Primary live within the catchment area and do not qualify for free transport.

Uniform

Given that there is substantial parental and public approval of uniform, schools in Inverclyde are free to encourage the wearing of school uniform. In encouraging the wearing of uniform, account is taken in any proposals to prevent any direct or indirect discrimination on the grounds of race or gender. Any proposals will be the subject of widespread consultation with parents and pupils. Against this background it should be noted that it is the policy of the Education and Lifelong Learning Committee not to insist on pupils wearing uniform or having specialist items of clothing as a prerequisite to their attending and engaging in all of the activities of the curriculum.

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

- potentially, encourage faction (such as football colours);
- could cause offence (such as anti-religious symbolism or political slogans);
- could cause health and safety difficulties, such as loose fitting clothing, dangling earrings or clothing made from flammable material for example shell suits in practical classes;
- could cause damage to flooring
- carry advertising, particularly for alcohol or tobacco
- could be used to inflict damage on other pupils or be used by others to do so.

Under no circumstances will pupils be deprived of any educational benefit as a result of not wearing uniform.

The council is concerned at the level of claims being received regarding the loss of children's clothing and/or personal belongings. Parents are asked to assist in this area by ensuring that valuable items and unnecessarily expensive items of clothing are not brought to the establishment. Parents should note that the authority does not carry insurance to cover the loss of such items and any claims submitted are likely to be met only where the authority can be shown to have been negligent.

Parents should note that the activities the children may become involved in may be restricted because health and safety requirements state that jewellery of any kind must not be worn where children are undertaking physical activities. This includes jewellery worn as a result of body piercing.

Parents of children receiving one of the following benefits will normally be entitled to monetary grants for footwear and clothing for their children:

- **Income Support**
- **Income-based Job Seeker's Allowance (JSA)**
- **Child Tax Credit, but not Working Tax Credit, and where income is less than £16,105 (in 2018/19) as assessed by the Inland Revenue.**
- **an asylum seeker receiving support under Part VI of the Immigration and Asylum Act 1999**
- **Employment and Support Allowance (income related) (ESA);**
- **Parent or carer who is in receipt of both maximum Child Tax Credit and maximum Working Tax Credit with an income under £6,420;**
- **Universal Credit - where your maximum monthly income from employment does not exceed £610, as shown on your monthly Universal Credit statement.**

Approval of any requests for such grants made by parents in different circumstances is at the discretion of the Corporate Director Education and Social Care. Information and application forms may be obtained from schools and from the Education Service, 105 Dalrymple Street, Greenock, PA15 1HU.

The council is concerned at the level of claims being received regarding the loss of pupils' clothing and/or personal belongings. **Parents are asked to assist in this area by ensuring that valuable items and unnecessarily expensive items of clothing are not brought to school.** Parents should note that the authority does not carry insurance to cover the loss of such items and any claims submitted are likely to be met only where the authority can be shown to have been negligent.

King's Oak Primary school uniform is grey or black skirt/trousers, white shirt/white polo shirt, white, blue and silver tie, royal blue sweatshirt. These are available from Smith's in Greenock or can be ordered through the school in May. It is helpful if all items of children's clothing, including PE kit, are named.

Health Care

Parents will be notified of routine medical and dental inspections. In cases of illness in school, the parent or emergency contact will be informed. In cases of serious accident, if the pupil cannot be taken home, an ambulance will be summoned and the parents informed. Parents should notify the school at once of any special medical requirements that need to be made for their child.

It is vitally important the school has the telephone number of the parent at work and at home and the address of an emergency contact - a neighbour or relative. The school should be notified at once of all changes of address, telephone number and place of occupation.

Health Care

Specific aims of the School Health Service:

- To promote the physical, mental and social well being of children within a school setting.
- To promote good health.
- To identify and provide remedial action and support for pupils with health problems.
- To diagnose and to provide health care for those with continuing needs.
- To assess and provide service for pupils with Special Educational Needs and their families.
- Prevention and control of communicable disease, including delivery of immunisation programme.

The emphasis in the School Health Service provided is shifting away from the routine examination of all children, irrespective of needs, towards a more selective approach, based on assessment of individual needs.

Remember: The School Health Service has your child's best interests at heart, and the work they do is invaluable, but, if for any reason you do not want your child included in any of the Screening Programmes, please inform the school in writing.



Medicines

The administration of prescribed medicines in an educational establishment is at the discretion of the Head Teacher.

If your child takes a prescribed medicine regularly then a medicine administration form must be completed and signed by the parent.

These forms are available from the school office. If your child needs to take prescribed medicine for a short time then either the medicine administration form or a written letter must be given to the school detailing dosage. Medicine containers must be clearly labelled with child's name, name of the medicine, the required dosage and timing.

Health Care

Dental Health

Each year, the school dentist visits and checks all children. Parents are notified of this visit and may decide not to have their child screened. Those children who are seen receive a card outlining any treatment required.

Drug Education

Drug education in schools is designed to promote the health and wellbeing of every child and young person.

It aims to:

- provide young people with the information they need to make sensible and informed choices;
- challenge and explore attitudes to drugs and drug users
- help pupils to develop personal and interpersonal skills
- build pupil self-esteem and confidence
- help young people resist drug misuse in order to reach their full potential in society.

Drug education in schools covers:

- Safe use of medicines
- Alcohol
- Tobacco
- Solvents
- Controlled drugs.

Effective drug education cannot exist in a vacuum; it needs the mutual support, collaboration and co-operation of parents. There needs to be an exchange of information between schools and parents such that their awareness is raised and they can make a valuable contribution to building their children's skills.

Important Addresses

Education and Social Care Services
105 Dalrymple Street
Greenock
PA15 1HT

Community Learning & Development
1 Aberfoyle Road
Greenock
PA15 3DE

Area Community Education Officer
The Business Centre
Cathcart Street
Greenock
PA15 DE

General Data Protection Regulations and Data Protection Act 2018

Information on children, parents and guardian is stored on a computer system and may be used for teaching, registration, assessment and other administrative duties. In processing personal information, Inverclyde Council must comply with the General Data Protection Regulation and Data protection Act 2018.

Local Councillors

Michael McCormick michael.mccormick@inverclyde.gov.uk

Colin Jackson colin.jackson@inverclyde.gov.uk

Jim McEleny jim.mceleny@inverclyde.gov.uk

You can also write to Councillors at Inverclyde Council, Municipal Buildings, Greenock PA15 1LY, or call the Council Offices on 01475 712727, 01475 712020 or 01475 712116.

Useful Websites

<http://kingsoakprimary.inverclyde.sch.uk>

Parents can access our Standards & Quality Report and a GIRFEC leaflet on the schools website.

www.hmie.gov.uk

Parents can access school and local authority inspection reports and find out more about the work of Her Majesty's inspectorate for education.

www.parentzonescotland.gov.uk

Parents can find out about everything from school term dates to exam results. This site also offers information for pre-5 and post school. It also lists relevant publications for parents and provides hyper-links to other useful organisations.

www.scottishschoolonline.gov.uk

Parents can find out about individual schools. They can choose a school and select what type of information they need such as HMIe reports, exam results, stay on rates and free school meal entitlement.

www.inverclydeschools.gov.uk

Contains information for parents and on schools

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

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

www.enquire.org.uk

Operated by Children in Scotland, Enquire offers independent, confidential advice and information on additional support for learning.

Glossary

Assessment	The process by which a pupil's progress is determined. This may be carried out by observation or by formal testing of various types.
Curriculum	The total educational experience of a pupil including: <ul style="list-style-type: none">• The formal curriculum comprising the actual lessons taught to the pupil.• The hidden curriculum made up of the values and ethos of the school, the standards of performance expected and the attitudes developed.
Extra Curricular Activities	Activities and clubs which are provided by the school out with the normal school day. They are designed to enhance the pupils' educational experience and are taken voluntarily by teachers, parents or friends of the school.
Non-denominational School	A school which has pupils of all religions and denominations.
Reporting	The way in which information about each pupil's progress is communicated to parents. This can be a written report or A verbal report at Parents' Night.

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