

Kelvindale Primary School Handbook



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Kelvindale
Glasgow
G12 0BP
Tel: 0141 334 5005

Email: headteacher@kelvindale-pri.glasgow.sch.uk

Website: www.kelvindale-pri.glasgow.sch.uk

Twitter: [@KelvindalePS](https://twitter.com/KelvindalePS)



Last updated on 24th October 2019

Welcome

Dear Parent/ Carer,

We are happy to welcome you and your child to Kelvindale Primary School. We hope you find the information in our school handbook informative and useful.

We have a team of dedicated and talented professionals who work together to achieve:

- *a nurturing school where we educate the whole child and everyone feels safe, happy, valued, respected and listened to*
- *a happy, stimulating, secure and effective learning environment*
- *the highest standard of teaching and learning by providing planned learning experiences matched to the needs of all our pupils ensuring children grow in confidence and understanding, developing skills for life*

We support all our pupils; encouraging them to be happy, confident and achieving their potential. We encourage and motivate our pupils to take responsibility for, and have a positive attitude towards, their learning.

We support all our pupils to be:

- *successful learners*
- *confident individuals*
- *responsible citizens*
- *effective contributors*

We enjoy working in partnership with our parents and carers to enhance our happy learning environment. Many activities are organised throughout the school year, giving you the opportunity to meet and work with school staff.

We hope, like us, you will see our school as an integral part of the community and that you will become involved in activities and events within the school.

This handbook may not answer all your questions about the school, therefore please feel free to contact the school for an appointment to discuss matters with myself or our Depute Heads, Mrs Gillian Roulston and Mrs Sarah Watret.

You will also find information about our school on our school website:
www.kelvindale-pri.glasgow.sch.uk.

We look forward to getting to know your child and working in partnership with you.

Yours sincerely,

Barbara Matheson

Mrs Barbara Matheson

Head Teacher

headteacher@kelvindale-pri.glasgow.sch

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KELVINDALE PRIMARY SCHOOL **Vision, Values, Aims and Motto**



Motto

If you believe, you can achieve

The school vision, values, aims and motto were revisited in session 2015-2016 in full consultation with all stakeholders.

The school aims were revisited in session 2016-17 in full consultation with all stakeholders.

Our Vision

We are a warm and welcoming school. We strive to prepare our children for a rapidly changing world by nurturing them to become confident individuals, successful learners, responsible citizens and effective contributors. In each of our pupils we aim to instil respect, resilience, diversity and self-belief by equipping them with a global perspective and the skills and attitudes to reflect this.

Values

The Kelvindale School Community promotes and upholds the following shared values

- Respect
- Resilience
- Diversity
- Self-belief

Aims

Our school community is guided in our sense of purpose and direction through our School aims to ...

1. Create a happy and nurturing environment
2. Foster an ethos of mutual respect
3. Ensure every child is actively engaged in their learning
4. Work together as part of the KPS community to enable children to reach their full potential.

Our aims reflect the rights of our pupils as contained in the United Nations Convention on the Rights of the Child (**UNCRC**)

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Kelvindale Primary School is a non-denominational, co-educational school for children from Primary 1 to Primary 7. The school is situated in the Kelvindale area in the West of Glasgow and is part of the Cleveden Learning Community.

School Information

Kelvindale Primary School
11 Dorchester Place
Glasgow
G12 0BP
Tel: 0141 334 5005
www.kelvindale-pri.glasgow.sch.uk
Twitter: @KelvindalePS

Staffing

A full list is available on the school website and parents will be updated on any changes as required.

The leadership team is as follows:

Headteacher: Mrs Barbara Matheson
Depute P1-P4: Mrs Gillian Roulston
Depute P5-P7: Mrs Sarah Watret

Organisation of Classes

The following guidelines set by Scottish Government apply.

P1 maximum 25

P2&3 maximum 30

P4-7 maximum 33

Composite classes maximum 25

Composite classes have pupils from more than one stage.

Please note that the working capacity of the school may vary each session dependent upon the number of pupils at each stage and the way in which classes are organised.

Classification October 2019 (at time of update)

P1a	P1b	P1c	P2a	P2b	P3a	P3b	P4/3
24	23	23	28	29	26	26	24

P4a	P4b	P5a	P5b	P6a	P6b	P7a	P7b	P7c
33	32	32	33	31	30	27	26	22

Total Roll: 469

Kelvindale Primary is currently composed of four buildings:

- Main building: 7 classrooms, Main Hall, Gym, Main School Office
- Infant Building: 6 classrooms, School Office, EAL (English as an Additional Language) Base, Staffroom
- Hut: 2 classrooms
- Chalets: 2 classrooms

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The school is currently used after hours by members of our local community for the following:

After School Care
Football Training

Councillors' Surgeries
Parent Council & Parent Teacher Association

School Hours

Cordia Breakfast Club 8.00am – 8.45am daily. Cost £2 per day for 1st child, £1 for other children, paid daily

Supervised Playground 8.45am – 9am

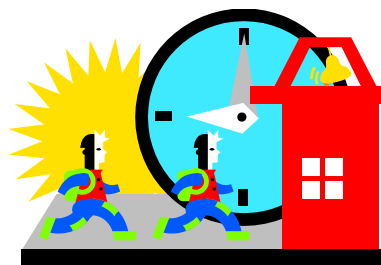
Class Time 9am - 10.30am

Interval 10.30am – 10.45am

Class Time 10.45am – 12.15pm

Lunch 12.15pm – 1.15pm

Class Time 1.15pm – 3.15pm



***From August 2019 P1 children will remain in school until 3.15pm from the first day of term**

P1 Soft Start

To further enhance our nursery/primary transition, to foster positive relationships with parents/carers and to ease the congestion at the infant entrance, we have a 'Soft Start' for P1 pupils.

During 'Soft Start' the infant door will be open from 8.50am. This will allow parents/carers to enter the infant building, encourage their child to independently hang up their outdoor clothing, store their school bag in the allocated place and complete self-registration before choosing a play activity. In order to encourage independence, from Term 2 onwards P1 children should enter the Infant Building on their own.



School Terms Dates Session 2019-20

Details of school term dates are available on the Glasgow City Council website:
<https://www.glasgow.gov.uk/index.aspx?articleid=17024>

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Enrolment

Registration of Primary 1 children takes place in November and is advertised widely in local press etc. Prospective parents are welcome to visit the school and should contact the school office. Enrolment is now conducted online – see the link below.

Families living outwith the catchment area are welcome to make a placing request to attend Kelvindale Primary School but must enrol their child online as a first step.

Further information is available using the following

<https://www.glasgow.gov.uk/index.aspx?articleid=18426>

Primary 1 Information Sessions

When your child has enrolled and been accepted for education at Kelvindale Primary, you and your child will be invited to our Primary 1 Information Sessions in late May and early June. These afternoons are designed to ensure you are well informed about our school and how to help your child become familiarised and relaxed about their new school. While you attend the information sessions your child will enjoy activities in their new classroom with their new classmates and their teacher.

Pupil Absence

Within Glasgow Primary School good attendance is encouraged at all times. Parents are asked to advise if their son or daughter is going to be absent. This should be done as early as possible on the first day of absence. All calls must be made to the Pupil Absence Reporting Line on 0141 287 0039. The line is open between 08.00 - 15.30 Monday to Friday. Alternatively you can use the online form on the Glasgow City Council website: <https://www.glasgow.gov.uk/index.aspx?articleid=18832>

If the young person is going to be absent for some time, it would be helpful to know at the earliest opportunity. The school uses daily text messaging to inform parents and carers of absence if no contact is made. All unexplained absences are investigated by the school and appropriate action taken.

Appointments during School Day

If a pupil has an appointment during the school day the parent must arrange to collect their child from the school office, as it is school policy that children leaving school during school day must be collected by an adult. To report a pupil's medical/dental appointment, please phone the Pupil Absence Reporting Line or use their online form.

School Nurse

The school nurse visits at various times during the year for routine health checks, vaccinations and medical examinations. Parents are kept informed by letter.

Medication in School

Parents should inform the school of any medical requirements relating to their child. If your child has to take medication while at school, even for one day, parents must complete the appropriate consent form. This is available on request from the school office.

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Unwell in School

If your child becomes unwell during the school day we will contact you. Please ensure that someone is always contactable and that you keep the school informed of all contact details for you and your emergency contacts.

Accident in School

If your child has an accident first aid will be administered by one of our qualified First Aiders, Mrs McGregor or Ms McCann, and you will be contacted immediately if a serious injury. If a child suffers a bump to the head, no matter how small, they will be given a 'bumped head sticker & letter, and you will be informed by telephone.

Head Lice

Schools are not permitted to send out letters to parents when it is reported that a child has head lice so therefore it is important to check your child's hair regularly. Help and advice are available from your local pharmacist. A link to an NHS leaflet on how to treat head lice is available on the school website.

Emergencies

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 our closure or re-opening by using letters, texts and the local media etc.



School Uniform

All pupils wear our school uniform. Our school colours are: -

- Kelvindale royal blue school sweatshirt
- Plain dark grey trousers, skirt or pinafore
- Kelvindale polo shirt or blue school shirt with tie

Uniform can be purchased from www.beschoolwear.co.uk

The school office has a supply of good quality second hand uniform available for free on request.

We ask that children do not wear leggings or very short skirts as part of their school uniform.

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

- Potentially encourage factions (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, jewellery)
- Could cause damage to flooring
- Carry advertising particularly for alcohol or tobacco

PE Kit

It is important that pupils come prepared to learn and for PE this requires appropriate clothing. All jewellery should be removed. Pupils who are not participating in PE must have a note or a medical certificate. Pupils who are unable to participate in practical PE should still bring their kit to allow them to assist in the

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lesson by refereeing, keeping scores or assisting with the distribution of equipment. This ensures that they are still able to take part in some way in the work of the class and do not miss out on the knowledge and understanding of the lesson

Clothing & Footwear Grants

Parents/Carers receiving Income Support, Job Seekers Allowance (Income Based), Working Tax Credit (check link below for thresholds), Housing Benefit, Council Tax Benefit or Universal Credit (check link below for thresholds) will normally be entitled to monetary grants for footwear and clothing for their children. Information and application forms may be obtained from the school office and at

<https://www.glasgow.gov.uk/index.aspx?articleid=17885>

School meals

Our school provides a lunch service which offers a variety of meals & snacks. Menu's available on our school website. Medical diets for children can be provided. Further information can be found here:

http://www.fuelzoneprimary.co.uk/UserFiles/files/Medical_Diet_Leaflet%20-%20June%202017%20WEB.pdf.

Children who prefer to bring packed lunches will be accommodated on the school stage. All children in P1-4 are entitled to a free school lunch.

If you plan to send your child/children to breakfast club, you should inform the staff of any medical dietary requirements.

Children in P5-P7 of parents/carers receiving Income Support, Income-based Job Seekers Allowance, Working Tax Credit (check link below for thresholds), Child Tax Credit only (check link below for thresholds), Universal Credit (check link below for thresholds) and income-related Employment and Support Allowance are entitled to a free midday meal. Information and application forms for free school meals may be obtained at

<https://www.glasgow.gov.uk/index.aspx?articleid=17885>

Transport

Details on eligibility for school transport are available on the Glasgow City Council website.

<https://www.glasgow.gov.uk/index.aspx?articleid=17882>



Transfer from Primary to Secondary

Children are normally transferred between the ages of 11½ and 12½ so that they will have the opportunity to complete at least four years of Secondary Education.

Parents/ carers will be informed of transition arrangements no later than December of the year preceding the date of transfer at the start of the new session.

Cleveden Secondary is our Learning Community Secondary School.

Mr Roger Boyle

Head Teacher

Cleveden Secondary School

42 Cleveden Road

Glasgow G12 0JW

Tel: 0141 582 0060

Email: Headteacher@cleveden-sec.glasgow.sch.uk

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Parent/ Carer Contact

September 2019 Meet the Teacher' Evening for parents/ carers to visit their child's classroom, meet the teacher and view resources.

October 2019

Review Meetings

Meetings with Parents/Carers of children with Additional Support Needs to discuss individual targets for coming session

November 2019

Parents' Evenings appointment with class teacher

March 2020

Parents' Evenings appointment with class teacher

April/May 2020

Review Meetings

Meetings with Parents/Carers of children with Additional Support Needs to review individual targets for this session

June 2019

Pupil Progress Report

Information on your child's progress in all curricular areas. Includes section for you and your child's comments on their progress.

Parents/ carers are welcome at any time during each session to contact the school to request a meeting with management or class teacher to discuss their child's progress.

Similarly teachers may ask for a meeting with parents where they are concerned about a child's work.

At Kelvindale Primary School we use a variety of ways to keep in touch.

- *Open Door Policy* – the senior leadership team are available for all parents and carers at any time providing they are not teaching or in another meeting. Please either pop in to the school office or phone for an appointment.
- *Newsletters* – will be sent out on a regular basis to keep parents informed about the work of the school.
- *Letters* – further information which requires a response may be sent out in letter form.
- *School website/Twitter* – contains a great deal of information about the school. It is a good idea to check this regularly.
- *Text messaging/e-mail* – You may also receive text reminders/e-mails about events/school closures etc.

Parents and carers are invited to other events throughout the school year e.g. workshops, information evenings, class performances, religious and other assemblies. The school newsletter and website will keep you informed.

Emergency Contact Information

At the start of each school session, parents will be issued with an annual data check form. Please ensure that this is completed and returned to the school. It is also important that you let us know if there are changes to your telephone number(s) or to those of your emergency contacts throughout the year.

Data Protection – use of information about children and parents/carers

We collect information about children attending school (and also about parents/carers, emergency contacts etc. provided in the annual data check) to allow

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us to carry out the Council's functions as the education authority for the City of Glasgow. This may sometimes involve releasing personal information to other agencies and other parts of the Council, particularly in relation to child protection issues or criminal investigations, and it may also be used for research purposes (see the link below for more details regarding this).

Information held by the school is, in legal terms, processed by Glasgow City Council. The Council is registered as a data controller under the Data Protection Act 1998 (number Z4871657) and all personal data is treated as confidential and used only in accordance with the Data Protection Act and the Information Use and Privacy Policy approved by the City Council. For more information on how we use personal information, or to see a copy of the Information Use and Privacy Policy, see <https://www.glasgow.gov.uk/index.aspx?articleid=18010>

Safety Policy

School Access

We strive to ensure our school is welcoming while at the same time secure and safe for pupils, staff and visitors alike. Please do not drive into the school grounds at any time unless you have a disabled badge (2 disabled spaces are provided at the main entrance) to ensure the safety of all.

At 8.57am our Adult Bell rings and parents/ carers leave the playground. The pupil bell rings at 9am and the side gate and shutter are locked to ensure our pupil safety. Access to all school buildings is always via the main entrance. Please report to main office where a member of staff will be happy to help you and, if required, issue you with a visitor badge. For security reasons no one is allowed access to any area of the school without a visitor badge. Please help us keep Kelvindale Primary a safe and secure environment. Your co-operation in this matter is appreciated.

If you need to speak to a staff member at any time, please come to the main office, telephone or email the head teacher to make an appointment. We request you follow this procedure to ensure staff are not distracted from supporting all their pupils.

Health & Safety

It is the responsibility of the Head Teacher to carry out 4 fire drills per academic year and to guard against dangers arising from the fabric of the building. All users have a responsibility to alert the Head Teacher to deficiencies, such as potholes or slippery surfaces.

Glasgow City Council Policies regarding Health & Safety must be followed at all times by everyone on Glasgow City Council Property :-

1. Dogs are not allowed on school grounds for Health & Safety reasons. (Management Circular 76, 2.6 Dogs)
2. Smoking is not permitted anywhere on Glasgow City Council property. (Master Safety File 44.). This includes electric cigarettes.
3. The pathway from the gate to the playground is a designated emergency exit and must be kept clear at all times

Parking around our school perimeter

As Kelvindale Primary is within a residential area we are keen to maintain the positive relationships and reputation our school enjoys with local residents. At the

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start and end of our school day the roads outside our 2 entrances are severely congested. We would appreciate if parents/ carers would consider walking to collect their child from school or park further away to minimise congestion and the potential risks to pupil safety.

Playground Supervision

An adult presence is provided in the playgrounds at break times, in terms of the Schools (Safety and Supervision of Pupils) (Scotland) Regulations 1990. In this school, this is undertaken by, the Janitor and additional members of the non-teaching staff. The Playground has adult supervision at the following times:

*8.45am – 9am Janitor & 1 support staff member

10.30am – 10.45am Janitor & several support staff/ management

12.15pm – 1.15pm Janitor & several support staff/ management

* Children attending Breakfast Club remain in the Dining Hall until 8.45am.

Please also read our 'Playground Users' Guide' available on our School Website.

Inclement Weather

In extremely inclement weather children will remain in their classroom at morning interval and/ or lunch time. Classrooms are supervised by support staff and management. Before 9am children will be brought inside and supervised by management if the weather is extremely severe. At lunchtime it is helpful in inclement weather if those who go home at lunch time return to school no sooner than 5 minutes before the bell.

Please ensure your child comes to school with the appropriate outdoor clothing as we allow children out to play in cold and damp weather as it is important they have the opportunity to exercise and play during the school day. Children do not use umbrellas in the playground for health & safety reasons.



Curriculum for Excellence 3-18

Curriculum for Excellence has been introduced to raise standards of learning and teaching for all 3 to 18 year olds. It aims to help prepare children and young people with the knowledge and skills they need in a fast changing world. As part of Curriculum for Excellence all children from pre-school to the end of S3 will receive a rounded education known as a Broad General Education (BGE). Curriculum for Excellence is all about bringing real life into the classroom and taking lessons beyond it.

Through the experiences we provide at Kelvindale Primary School we want our children to become Successful Learners, Confident Individuals, Responsible Citizens and Effective Contributors. We are committed to providing children with a broad general education and focus on eight curriculum areas.

Expressive Arts	Health & Wellbeing	Languages	Mathematics
Religious & Moral	Sciences	Social Studies	Technologies

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Progress in learning is indicated through curriculum levels as detailed below.

Level	Stage
Early	The pre-school years and P1 or later
First	To the end of P4, but earlier or later for some
Second	To the end of P7, but earlier or later for some
Third & Fourth	S1-S3, but earlier for some

Literacy

Reading

Reading is a vital skill for life and lifelong learning. Our main aims are to encourage and teach children to read fluently with expression and understanding and to develop a love for books.

Oxford Reading Tree and *Project X* are the main reading programmes in our school, however teachers use a wide variety of texts, including children's novels, newspapers, text on computers etc to develop children's reading.

Phonological Awareness and Spelling

Phonological awareness is developed through the use of phonic scheme, *Jolly Phonics*, along with a wide variety of additional resources to help children develop their knowledge of letter sounds and names. Children develop their spelling, which transfers to their reading and writing, by learning to read and spell words through a varied approach to studying words. Our main spelling programme is *Nelson Spelling*, however teaching staff also teach the *Common Words* and use active spelling strategies.

Pupils learn to use reference books and collect information for class projects from our School Library and other appropriate sources. Parental interest is vital in encouraging children to practise their reading skills. Membership of a public library from an early age can help establish a love of books.



Writing

Writing skills include handwriting and creative writing.

Handwriting

We use the Nelson Scheme. Children learn to form letters separately to build words and when they have developed good motor control in writing separate letters the children are introduced to how to join letters.

Nelson print looks like this
Nelson pre-cursive script looks like this

Creative Writing

There is an inextricable link between reading and writing. Children are encouraged to write as soon as they start school and a variety of resources are used to support children's developing writing skills. ICT is an important resource in developing written language with SmartBoards in every classroom providing opportunities for the use of stimulating and challenging activities from Primary 1 – 7.

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The two main areas in creative writing are fiction and non-fiction. The table gives examples of some in each area:



Fiction	Non-Fiction
Imaginative Personal Poetry Play scripts	Persuasive Report Procedural Explanation Discursive

Talking & Listening

Children are encouraged develop their listening skills and to express themselves confidently and appropriately using the spoken word through a wide variety of learning experiences; e.g. class/group discussions, drama, storytelling, games, poetry and public speaking debates.



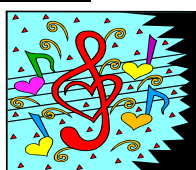
Expressive Arts

The inspiration and power of the arts play a vital role in enabling our children and young people to enhance their creative talent and develop their artistic skills. Art and Design, Music, Dance and Drama are incorporated into topic work as well as being taught as experiences and outcomes in their own right.

Art & Design Children are given a wide experience of various art mediums e.g. painting, printing, craft and pottery. As well as encouraging an interest in art itself, we also develop their expertise in techniques.



Music



Through our music programme the children are introduced to rhythm, pitch, notation, music appreciation, music making and singing. Children are encouraged to play various instruments. Music teachers from our Learning Community secondary school, Clevedon Secondary, visit our school weekly to teach some pupils in P4 - P7 a musical instrument. Provision in instrumental tuition and instruments taught varies from year to year, depending on Clevedon staff availability. This link with the music department in Clevedon Secondary provides the opportunity for continuity of tuition when the children transfer there for their Secondary Education. Clevedon Secondary also organise a "Young Musician of the Year" Competition which Kelvindale pupils enter.

Dance & Drama

In addition to the curricular programme of study for dance and drama, children are encouraged to take part in class and/ or school events throughout the year including The City of Dance Festival. We participate in a variety of visits to and from theatre productions – both in school and through outside visits. Every December our P1 – P3 pupils perform in our Nativity Play and our P7 perform in our Summer Production.



Health and wellbeing

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Learning in health and wellbeing ensures that children and young people develop the knowledge, understanding and skills which they need now and in the future to help them with their physical, emotional and social wellbeing.

The areas of study within this curricular area include:

- Mental, emotional, social and physical wellbeing
- Planning for choices and changes
- Physical education, physical activity and sport
- Food and health
- Substance misuse
- Relationships and sexual health

Physical Education (PE)

Pupils' physical abilities and self-discipline are developed through twice weekly PE sessions (2 hours). Children take part in a variety of sports e.g. gymnastics, athletics, fitness and games such as football, volleyball and rugby both with staff and with visiting specialists throughout the session. Primaries 6 enjoy swimming sessions.

As a school we promote healthy choices and lifestyle in a wide variety of ways; e.g.

- Water bottles/water in class
- P.E./active playtimes/school clubs
- Healthy school meals
- Breakfast club 8.00 – 8.45am
- Health & Social Education programme



Science

Science and its practical application in healthcare and industry is central to our economic future, for our health and wellbeing as individuals and as a society.

Through learning in the sciences, children develop their interest in, and understanding of, the living, material and physical world. Teaching staff provide a wide range of collaborative investigative tasks, which allows children 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.

Teaching staff ensure sciences are delivered predominantly through practical and experiential approaches, and in topical and relevant contexts with a suitable balance of discrete learning and interdisciplinary learning.

Pupil learning is enhanced with *visits to places of interest* such as The Science Centre, Art Galleries, Museums, etc relevant to their topic of study. *Visiting specialists* come in to school to work with classes and/ or present at assemblies. Parents/ carers with an expertise relevant to the topic of study are always welcome

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to support the children's learning as a visiting specialist. In addition, *Outdoor Learning* opportunities within our school grounds, local and wider community provide excellent learning opportunities.

Social Studies

Through social studies, children and young people develop their understanding of the world by learning about other people and places both past and present, societies, their beliefs and values.

- People and place (geography)
- People in the past (history)
- People in society (modern studies)

These elements are taught where possible through a focussed study based approach. Children are encouraged to investigate, discover and understand their local environment, their country, the world in which they live and developing good social and healthy living habits.

Religious and moral education

Religious and moral education includes learning about Christianity, Islam and other world religions, and supports the development of beliefs and values.

In Kelvindale Primary we enjoy the diversity of our school community with children from many faiths and none.

Our school is fortunate to have a close link with the local church, St John's Renfield. The minister assists with the Christianity element of Religious and Moral Education and provides opportunities for religious observance. Parents have the right to withdraw their child from religious observance and should inform the school in writing.

In addition, parents and carers from religions other than Christianity may request that their children may 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 up to 3 occasions in any 1 school session.

Languages

Knowing other languages and understanding other cultures is a 21st century skill set for students as they prepare to live and work in a global society.

At Kelvindale, children learn French from P1-P7. Children are introduced to Spanish through the "One plus Two" initiative.

Approximately one in five pupils in our school speaks other languages in addition to English. At present 33 languages are spoken and this is a positive asset to our school as it offers all children an increased awareness of language and cultural diversity. We enjoy whole school activities to celebrate our diversity:

- Language of the month: - Every month the whole school focuses on one language and learn how to give and reply to simple greetings.
- Language Diversity: - Each year, parents and family members visit the school to share stories and experiences in a variety of languages.
- We also have Culture Café for parents - a chance for parents to get together.

Mathematics

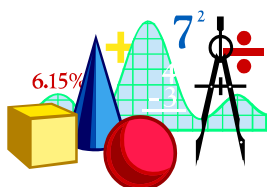


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Mathematics equips us with the skills we need to interpret and analyse information, simplify and solve problems, assess risk and make informed decisions.

Active Heinemann Mathematics is the main resource used P1 – P7. Our pupils develop their mathematical, numeracy and problem-solving skills through active learning; exploring mathematical concepts and basic number work using practical activities. P1-P2 also incorporate opportunities for pupils to learn through purposeful play.

Teaching staff compliment these resources using a wide variety of stimulating and fun activities to teach mathematics and numeracy. Our programme incorporates mathematical work in shape, time, measurement and money and financial education as well as basic number work. Throughout the school teachers employ learning and teaching strategies to promote interaction and active participation. Maths software has enabled us to enhance pupil learning.



Technologies

The range of subjects in technical education has changed significantly over the last two decades and now includes craft, design, engineering and graphics.

Computers and i-pads are used to support and enhance learning across the curriculum.

Kelvindale Primary is part of Glasgow's Digital Literacy Strategy in 2019/20 and this forms part of our School Improvement Plan. This will mean new hardware/software products for the school and individual pupils plus training for teachers on how to use this technology. We will keep parents fully informed on progress with this exciting new strategy.

There will be opportunities throughout the year for parents and carers to learn more about aspects of the curriculum and to be consulted about significant changes if appropriate.

Useful websites

Education Scotland www.education.gov.scot

National Parent Forum of Scotland www.npfs.org.uk

Support and advice for Parents/Carers on supporting their children with their learning at home is available on the following link From Education Scotland - <https://education.gov.scot/parentzone/learning-at-home>

There will be opportunities throughout the year for parents and carers to learn more about aspects of the curriculum and to be consulted about significant changes if appropriate.

The Wider Curriculum

Team Partnership Working (Enterprise Education)

Each year pupils are involved in enterprise experiences; creating, presenting, organising or displaying. This provides children with the experience of teamwork, planning, decision-making and evaluating their completed project.

Eco Schools

Eco Schools is an international programme which rewards schools for working hard on environmental topics to make the world a better place. It works by involving the whole school - pupils, staff, parents and members of the local community. We have an Eco Committee with an elected representative from each class in the school.



Kelvindale Primary was awarded its first Green Flag in 2008. We have gained 5 Green Flags since then, our latest being in May 2019. We recycle paper and plastics and have grown organic vegetables in our Organic Garden at the Main Entrance to our school. We conserve energy by switching off lights when not in use. As an Eco school, we continually monitor to ensure current initiatives are maintained as well as looking for new ideas as we continue on our journey to achieve our next green flag.

Sports

We regularly take part in competitions such as Gymfest, City of Dance, Basketball, Netball & Football Tournaments, the Glasgow Schools Athletics Championships and the Glasgow Schools Cross Country Championships. We ensure that as many pupils as possible get the chance to represent the school at these events.

Extra-Curricular Activities

Our pupils enjoy a wide and varied programme of activities before, during and after school. We are grateful for the amount of personal time teachers and parents/carers give to these extra-curricular activities and value their commitment and dedication. If you have talents to offer our children, please come forward and get involved.

Pupils enjoy a wide variety of clubs throughout the school year. Example of school clubs:

Athletics	Judo	Football	Tennis	Yoga
Choir	Gardening	Safe Cycling	STEM	Art
Netball	Gymnastics	Chess		Dance

We also make use of the environment to enrich and extend pupil learning. Each year, Primary 7 pupils have the opportunity to go on a Residential Outdoor Education Trip.

Homework

Children will be given homework to reinforce work done in class and to help develop their study skills. Homework will normally be given for a maximum of four nights a week from Monday to Thursday, most weeks. Under-noted are examples of the type of homework your child may receive. These times are a guide; some children will take less time than the maximum.

Primary 1 & 2	Reading, Phonics, 'Finding Out'	(10 minutes)
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Primary 3	Reading, Phonics, Introduction to Spelling, Language Work, Number Stories, Times Tables	(15 minutes)
Primary 4 & 5	Reading, Language Work, Spelling, Tables, Project Research	(20 minutes)
Primary 6 & 7	Language Work, Spelling, Reading for Pleasure & Information, Consolidation of Mathematical Concepts, Problem solving in maths Class & Independent Project Research, Current Affairs	(30 minutes)

Homework from these areas will be given at the discretion of the class teacher who will tailor it to the needs of individual pupils. Working in partnership with parents/carers we encourage you to oversee your child's homework. Homework is very important, helping to consolidate or extend what children have learned in school and will give you information about your child's learning in school.

Helping with homework:

- Please encourage high standard of presentation
- If your child has any difficulty, or you or your child is unsure what the child has to do, please inform the class teacher.
- Resource materials used may not be familiar to you. We will be happy to explain their use to you. Please do not hesitate to ask at any time. Our 'Meet the Teacher' night every September is also an ideal time to look at resources
- Homework should normally not take any more than half an hour, unless it is research for Projects.
- Homework time is an opportunity to share experiences after a busy day. Please try to avoid stressing or unduly pressuring your child. You will probably have a good idea of when they have had enough!

Homework should be returned to school on the day requested.

After homework is completed, please encourage your children to take up hobbies and other leisure pursuits. Just as adults need to relax after a day at work, so do children after their day's work at school.

Assessment

Assessment is fundamental to the process of effective Learning and Teaching. It is continuous throughout the school session and ensures each child receives the education suited to their individual needs. Teachers assess through observation of work/ activities, pupil application of knowledge, discussion and questioning, both individually and in groups. High quality assessment promotes continuity and progression, raised attainment and a quality assurance framework.

We use assessment in a variety of ways:

- To recognise success and achievement
- To support learning
- To encourage high expectations in children
- To provide feedback to children and adults
- To provide evidence to inform next steps in learning



- To provide information to measure attainment across school

All children are assessed both formally and informally throughout the year. This allows children and their teachers to identify their strengths and areas for improvement. A variety of assessment methods are used to enable staff to pass on information to parents about the progress of their child. Assessment records are kept by the class teacher and form the basis of discussion at Parents' Evenings in November and March. An annual report is sent to parents towards the end of each school year.

In addition to the on-going teacher assessment and tracking of children's learning we also use *Standardised Tests* to further support our professional opinions on children's progress:

1. P1 Phonological Awareness Assessment, Ready Steady Read
2. New Group Reading Test P2-P7
3. Single Word Spelling Test P2-P7
4. Progress in Maths P1-P7
5. Scottish National Standardised Assessments (SNSA) in P1, P4 and P7

If you have any concerns about your child's progress do not hesitate to contact the school.

Supporting Learning

The school has a duty to ensure that all pupils have equal access to the curriculum, with appropriate support for their needs if required. This applies to the content of lessons, teaching strategies and minor adaptations to the school environment. There are a wide range of factors which may act as a barrier to learning. We are committed to working closely with parents and carers to ensure that they are fully involved in any decisions about support for their children's needs.

Any parent or carer seeking further advice regarding this policy should contact the Headteacher in the first instance.

Further information relating to additional support needs is available on the Glasgow City Council website at <https://www.glasgow.gov.uk/index.aspx?articleid=18941>

Information on the Glasgow City Councils' Parental Involvement Strategy can also be found at <https://www.glasgow.gov.uk/index.aspx?articleid=17870>

If a child has a particular difficulty we may use an objective or diagnostic test to help plan a suitable programme of work to support the child's learning. Class teachers may access additional help or advice from the Support for Learning Specialist Teacher, Mrs Salt or our Depute Head Teachers. Mrs Watret is the Support for Learning Co-ordinator for P5-P7 and Mrs Roulston is the Support for Learning Co-ordinator for P1-P4. Parents are always fully involved in any decisions about their child's learning. If you require additional information/ advice about how the school identifies and supports pupils with additional learning needs please contact Mrs Watret or Mrs Roulston.

Each class teacher is responsible for meeting the learning needs of every pupil in their class. The Additional Support Needs Co-ordinators are available to provide advice and guidance re in class strategies to support a child's learning needs/

barriers to learning. If, after implementing appropriate strategies to best support a child in class, in the teacher's professional judgement he/she believes a child may need additional support the teacher will:

1. Engage in professional dialogue about the child's learning needs with the appropriate Depute Head.
2. Complete a Support for Learning Referral Form, detailing nature of learning needs/ barriers to learning and the strategies class teacher has already implemented.
3. The DHT will then arrange to meet with class teacher to discuss the referral. This meeting will address ways to support a child e.g. further in class support strategies, in school ASL/ EAL teacher support, pupil assessment, a Support Plan, Support for Learning Worker support, outside agency referral. Arrangements would be made at this stage to meet with the child's parent/ carer to discuss the learning needs.
4. Parents/ carers will always be involved and the Additional Support Needs Co-ordinators are always available to provide advice and guidance.

GIRFEC (Getting it Right for Every Child)

GIRFEC isn't an extra thing people have to do. It's a way for those who support children to work differently, making sure that they are all on the same page. Where needed, GIRFEC links day-to-day work in education, health, policing, social work and the voluntary sector – in fact any organisation whose staff come into direct contact with children. It makes it easier for those different organisations to communicate consistently with each other, and with parents, carers, children and young people.

GIRFEC provides a structure that helps people to work in the same way and use the same language. This allows discussions with the child and their family to focus on what is good in a child's life, and what might need attention or support.

It's the bedrock for all children's services and can also be used by practitioners in adult services who work with parents or carers.

The approach helps practitioners focus on what makes a positive difference for children and young people – and how they can act to deliver these improvements. Getting it right for every child is being threaded through all existing policy, practice, strategy and legislation affecting children, young people and their families.

What Getting it Right for Every Child means:

For children, young people and their families:

- They understand what is happening and why
- They have been listened to carefully and their wishes have been heard and understood
- They will feel confident about the help they are getting
- They are appropriately involved in discussions and decisions that affect them
- They can rely on appropriate help being available as soon as possible
- They will have experienced a more streamlined and co-ordinated response from practitioners

For practitioners:

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- Putting the child or young person at the centre and developing a shared understanding within and across agencies
- Using common tools, language and processes, considering the child or young person as a whole, and promoting closer working where necessary with other practitioners

English as an Additional Language

To ensure all children have equal access to the curriculum, language support is provided for children where English is an Additional Language (EAL). Our EAL Teacher, Mrs Dade, supports children in the classroom or study base as appropriate for the child.

Support is offered throughout the school, as although good social communication can be achieved within 2 years in a second language, it may take up to another 7 years to achieve the necessary language skills for advanced academic purposes.

Parents are urged to use both languages at home.

We can arrange the support of a translator for parental/ carer meetings. Please contact the school office to arrange this as required.

Equal Opportunities and Social Inclusion

Kelvindale Primary is committed to Glasgow City Council's aims for the promotion of social justice and equal opportunity for all their schools. We strive to provide education tailored to the needs of the child as an individual regardless of wealth, gender, race, faith or disability. We are particularly proud of the fact that our school successfully integrates all children and accepts them as they are.

Accessibility Strategy

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

Physical Access

The school's main building has 2 disabled parking spaces outside main entrance and ramp access at:

- entrance to main building
- from main building to playground
- entrance to infant building
- entrance to chalet and hut buildings

In the event of access becoming a requirement, the head teacher would refer any reasonable requests to Glasgow City Council.

Communication

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Parent/teacher consultations, interviews and progress reviews can be undertaken by telephone where parents/carers have difficulty accessing the building. A variety of mediums will be employed, as appropriate, to ensure all parents/carers have equal access to communication with the school. Staff are made aware of accessibility issues.

Promoting Positive Behaviour

Children's Rights as outlined in the UNCRC are fundamental to a good school ethos. Adults in our school will work with children to ensure they are aware of their rights and fully respect the rights of others. Therefore, the approach within Kelvindale Primary School is to build a positive ethos that demonstrates care and respect for all.

The highest standards of behaviour are expected of pupils at all times. Parents are asked to co-operate with the school in encouraging a sense of responsibility and good behaviour in their children.

Standards of behaviour are consistently high across the school and we focus on upholding our school values, with positive and respectful relationships.

POW & WOW

At our weekly assemblies every class teacher nominates a Pupil Of the Week (POW) and a Worker Of the Week (WOW). Details of recipients are posted on school website and on our POW/ WOW display in the main entrance foyer.

Kelvindale Primary Policy for Bullying

Bullying happens in the context of a relationship. It can be subtle or it can be blatant. It can cause short-term suffering or it can go on for years. Bullying can be for clearly identified reasons such as race, religion, gender, sexual orientation, differences in ability, physique, social class or for no clearly defined reason. It is any behaviour in which an individual or group exerts power in an abusive way with the intention of demeaning, humiliating or harming another individual or group. It is normally (but not necessarily) a process that is repeated over a period of time. Many of these behaviours can also take place online, through social media or through messaging platforms. Bullying may be:

- Verbal – name calling, making abusive comments
- Social – ignoring or excluding another person
- Written – messages, texts, emails, graffiti, internet sites
- Material – damage to possessions, stealing or extortion
- Physical – assault
- Psychological – being forced to conform

What can children who are experiencing bullying behaviour do?

- Tell – it is vital that children should speak to and tell a member of staff (teacher, pupil support assistant or office staff)

- Take responsibility for what is happening to others and themselves and tell, so that help and support can be offered

What can the school do?

- Create an ethos in which bullying behaviour is unacceptable
- Create an environment where children feel comfortable to challenge racism and bullying
- Listen to and support children
- Work together with parents/carers and children
- Challenge racist language in a way that avoids making children feel defensive, and encourage reflection on the meaning and impact of what was said
- Encourage children and parents/carers to notify the school of any incidents
- Investigate, monitor, record incidents in line with GCC procedures
- Use curricular opportunities to openly discuss bullying and anti-bullying strategies
- Encourage empathy, perspective taking and provide examples to actively counter stereotypes
- Provide opportunities for the development of active citizenship skills
- Help those displaying bullying behaviour to understand and change their behaviour
- Provide staff training, pupil awareness sessions and information for parents
- Provide an adult presence during break times

What can parents/carers do?

- Work with their children to develop social skills, self awareness and to understand the school behaviour policies
- Work together with the school to support the anti-bullying policy and positive behaviour policies
- Familiarise themselves with our anti-bullying approach through the advice leaflets or workshops

Child Care & Welfare

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

Schools, other establishments and services must create and maintain a positive ethos and climate, which actively promotes child welfare and a safe environment by:

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

Staff are trained annually in Child Care & Welfare procedures and follow these if they have a concern regarding the welfare or safety of any child.

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- Staff report their concerns to Head Teacher (or Depute Head Teacher in Head Teacher absence)
- Concern logged
- Head Teacher, or person deputising for her, decide if there may be grounds for concern regarding the welfare or safety of any pupil
- If the Head Teacher judges there is a concern she immediately advises duty social worker at local social work services area office of the concern.
- Head Teacher follows advice from Social Work.

Standards & Quality Report 2019-2020

This is available on the Kelvindale Primary School website or from our school office. This outlines our main achievements and progress from last session and our priorities for this session.

School Improvement Plan 2019-2020

Our priorities for development in our School Improvement Plan this session is on the Kelvindale Primary School website or is available from our school office.

HMIE Report May 2018

Kelvindale Primary was inspected by HMIE in May 2018. The Inspection Report, the Summarised Inspection Findings and Additional Inspection Evidence were published on the 28th August 2018. These are available on the school website and in the Inspection Reports section of the Education Scotland website.

Comments & Complaints

In Kelvindale Primary School we aim to have positive relationships across our school community. However, if you have a comment or complaint about any aspect of school life, please contact Mrs Matheson (Head Teacher) in the first instance.

Glasgow City Council complaints procedures are available on the following link:
<https://www.glasgow.gov.uk/index.aspx?articleid=16133>

Customer Care Team
Customer & Business Services
Glasgow City Council
City Chambers
Glasgow G2 1DU

Tel: 0141 287 0900

e-mail: customercare@glasgow.gov.uk

The above website also includes information on data protection and freedom of information.

Information in this handbook is correct at time of printing.
Thank you for reading our School Handbook.
Please do not hesitate to contact me, I am always happy to help.
Barbara Matheson
Head Teacher
headteacher@kelvindale-pri.glasgow.sch.uk