



# Mossneuk Primary School and Nursery Class

## HANDBOOK

### January 2024



Mossneuk Primary School and Nursery Class  
Mossneuk Drive  
East Kilbride  
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X: @MossneukPrimary

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Phone: 0303 123 1023 Email: [education@southlanarkshire.gov.uk](mailto:education@southlanarkshire.gov.uk).

# WELCOME

Dear Parents, Carers, Families and Friends

I'd like to warmly welcome you to Mossneuk Primary School and Nursery Class.

Throughout our school and nursery class we aim to provide a happy, supportive, nurturing and caring environment where children enjoy learning and are encouraged and motivated to develop skills which help them reach their potential and be the best they can be.

Our ethos is firmly built on our vision **Growing to Learn, Learning to Grow** and our newly revised values **Creative, Trust, Kind, Inclusive** and **Teamwork** are embedded in the life of our school.

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

This handbook tells you about our school. It includes important information about our curriculum, activities and policies as well as information about the general life of the school. We hope you find it useful and informative and that it gives you a flavour of the life and ethos of Mossneuk Primary School and Nursery Class.

We are very proud of our school and if you would like to visit us or have any questions or queries, at any time, please don't hesitate to contact me at school.

With kindest regards

*Julie McGowan*

Julie McGowan  
Head Teacher



# INTRODUCTION

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

The Council's Plan Connect sets out the Council's vision which is, "to improve the quality of life for all within South Lanarkshire".

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

## ABOUT OUR SCHOOL



**Mossneuk Primary School and Nursery Class**  
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**X: @MossneukPrimary**

Mossneuk Primary School and Nursery Class is a non-denominational, co-educational school with a current roll of 499 pupils between the ages of 5-12 years. We offer 1140 hours within our nursery class, accommodating approximately 50 children in our 3-5 years playroom.

**Mossneuk Primary School and Nursery Class is part of the Duncanrig Learning Community A** Learning Community is made up of local education establishments including a secondary school, the local primary schools, early years establishments, early years partners and bases which provide specialist additional learning services. Establishments work together to plan better outcomes for children and young people. The Learning Community develops ways of working between establishments and with other agencies and organisations to ensure services are responsive, accessible and are delivered as effectively as possible. All the establishments and services in a Learning Community share priorities for improvement and are involved in the deployment of additional support to meet the needs of the child and family.

## Our School Day

Start	9.00am
Interval	10.30am - 10.45am
Nursery Lunch	11.30-12noon
Lunch	12.15pm - 1.00pm
Lunch arrangements at January 2024	P1-3: 12noon-12.45pm P4-7: 12.30-1.15pm
Close	3.00pm

## Our Nursery Day

9.00-3.00pm

## Homework

Homework is issued to help the children consolidate work done in school and to extend their learning in a variety of areas. The amount of homework varies throughout the school. It is essential however that homework does not become a burden for busy families. We have adapted our homework routines to allow more flexibility for pupils who are taking part in other activities.

## Communication

We recognise that parents have a major role to play in the education of their children and we welcome as many links as possible between home and school.

**ParentMail** is our key method of keeping in touch. We use it to keep classes, groups and even individuals informed and up to date. It is also a great way of letting us reach parents in case of emergency closures or other events. Please register for ParentMail if you have mobile or internet access. Of course, we will continue to issue paper copies of all letters to anyone without access. School newsletters are issued regularly and include information about a wide range of school activities and events, as well as our curriculum and Improvement Plan updates. Our teachers send out termly class newsletters to help keep you informed about what the children are learning and how you can help your child. The school website and Twitter account also provide information for parents, carers and friends.

## Contacting the School

Members of the Senior Leadership Team and our staff are happy to meet or speak with current or prospective parents at any time although if you telephone or email the school office for an appointment prior to your visit we can guarantee you will be seen quickly. Please never hesitate to contact us to sort out small problems as we would rather address these before they become more serious.

## Helpers

At Mossneuk we have a fantastic number of parents and friends who help out in class, on outings, with clubs and in many other ways. Our volunteers make a huge difference to the activities we can offer and the way children learn. We also ask our parents to share their expertise with us through visits to talk about careers, assist with science activities, and tell us about other world religions and customs. We welcome all volunteers and have a range of Secondary pupils, people seeking work experience with children, parents and grandparents. Helpers are encouraged to enroll in the Protection of Vulnerable Groups scheme.



## Complaints

We hope that your concerns will be answered to your satisfaction.

However, we know that there may be times when you are unhappy, or you may want to suggest ways to improve things. We can normally resolve concerns, mistakes and misunderstandings quickly. However, if we cannot sort out your problem this way, the complaints procedure is here to help you.

Your complaints are important to us. They help us to:

- Put things right when they go wrong
- Listen and learn, and
- Change and improve the way we provide services.

## When should I complain?

Our complaints procedure is intended for those times when you feel we haven't delivered what we should.

## How can I complain?

We want to make it as easy for you as possible to let us know if you feel something has gone wrong. You can complain:

- By telephone to the head teacher or via the office staff if head teacher is not available
- In writing either by letter or by emailing: gw14mossneukpsoffice@glow.sch.uk

### What will we do?

We will contact you and talk about what we can do to ensure we are delivering the best possible service and if you do not feel the matter is resolved then we will put you in contact with staff at Education Resources.

# SCHOOL ETHOS



At Mossneuk we believe that a positive school ethos promotes learning. Promoting positive relationships is a key element in ensuring a happy and purposeful learning environment in our school.

Our vision is **Growing to Learn, Learning to Grow** and our newly revised values **Creative, Trust, Kind, Inclusive** and **Teamwork** were created during Session 2022-2023.

In Session 2020-2021, three new school rules were introduced which are in place from our Nursery - Primary 7 and are on display in the nursery, all classrooms and throughout the school, along with our vision and values.

- **Be Ready**
- **Be Respectful**
- **Be Safe**

Promoting positive relationships and understanding distressed behaviour:

- Has a positive influence on pupil and teacher morale, making school an interesting and enjoyable place.
- Influences pupils' levels of attainment
- Is part of the personal and social development of pupils
- Is necessary for pupils' safety and wellbeing
- Is central to the organisation of school life

### Rights Respecting School

We have achieved Gold status as a Rights Respecting School with UNICEF and are currently working towards reaccreditation. Children's rights are supported, advocated and promoted at Mossneuk Primary. Charters form an agreement of expected behaviours from both staff and pupils, which link our school rules, school values, children's rights and also the nurture principles.

We have a playground and a Dinner Hall charter, which promote the safety and wellbeing of everyone. Each class will also create their own charter.

## Pupil Voice



Last session, we introduced a wide range of Pupil Leadership Groups across the school which include every one of our P1-7 pupils. These include Junior and Senior Eco Groups, Health and Sports Group, Junior and Senior Fairtrade Groups, Junior and Senior Rights Ambassadors, Junior and Senior Reading Champions, Digital Leaders, Charites Group, Equity Group, STEM Leaders, House Group, and Junior Road Safety Officers. These groups meet regularly and their views and

activities have already begun to have a positive effect on the school and wider community. We are excited to see what our



children can achieve as these groups become more established.

## House system

The school runs a 'house' system. This allows the children to belong to a smaller group than the school as a whole and motivates our children and increases teamwork, leadership and responsibility within the

school. Our Primary 6 and 7 pupils are given the opportunity to stand for election as Vice Captains and House Captains of our four houses - Clyde, Forth, Spey and Tay. Points are awarded for a range of reasons such as taking care of our school, demonstrating kindness and respect and following our school rules. House events take place throughout the year. Points are counted and updated by the House Captains with House prizes awarded regularly.



## Buddy Programme

All our Primary 1 pupils have an assigned Buddy from Primary 7. This relationship begins on their initial visit to the school and continues throughout their first year. Our Primary 7 pupils support our young pupils in the playground, the dinner hall and generally help them settle into the life of the school. A number of activities are also planned throughout Primary 1. We have found these relationships to be invaluable at this important time in their school life.



## Nurture Principles

We are seeking to embed the six Nurture Principles into life at Mossneuk:

- Children's learning is understood developmentally.
- The classroom offers a safe base.
- The importance of nurture for the development of wellbeing.
- Language is a vital means of communication.
- All behaviour is communication.
- The importance of transition in children's lives.

It is the responsibility of staff within the school to ensure that parent council members, parents and pupils are involved in the creation of a positive school ethos.

Equally, the school whilst trying to promote positive behaviour must support young people should incidents or bullying occur. Parents have a significant role to play in working with the school so that teachers, parents and pupils know what is expected of them in trying to change the behaviour and attitudes that contribute to bullying behaviour.

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

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

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

### **Towards a Safer School**

Mossneuk Primary School places a strong emphasis on pupil safety and parents may wish to know that an adult presence is provided in playgrounds at break times in terms of the Schools (Safety and Supervision of Pupils) (Scotland) Regulations 1990.

There is also supervision in the playground from 8.45am every morning. If there is inclement weather, doors will be opened to allow pupils into their classrooms at 8.45am.

### **Health and Wellbeing**

Many pupils will at some time need to take medication in school. Identified staff in school are happy to assist with this. Parents are required to complete the appropriate paperwork and should note that no medicine will be administered unless this has been completed and signed by the parent, who should at regular intervals, then check that medication held in school is still in date.

In view of the possible hazards of medicines at school we ask that children do not bring medication for self administration to school. Where long term medication is required, arrangements can be made and the Head Teacher should be consulted.

Some pupils may have Health Care Needs and medical personnel will draw up an Individual Health Care Plan and advise and assist the school in implementing such. Children with specific medical needs have protocols drawn up in consultation with parents and relevant professionals.

## **THE MOSSNEUK TEAM**

### **Senior Leadership Team**

Head Teacher	Mrs Julie McGowan	
Depute Head Teacher	Mrs Ainsley Johnstone	Nursery & P1-3
Depute Head Teacher (Acting)	Mrs Katie Gibson	P4-7

Principal Teachers	Mr Fraser Kemp
	Mrs Nicola Reilly
	Mrs Joanne Taylor (Acting)
	Mr Tom Hamilton (Acting)

### **Teaching Staff**

Class Teachers	Mrs Kirsty Hickey	P1a
	Mrs Nicola Reilly	P1b
	Mrs Joanne Taylor	P1c
	Mrs Gillian Craig/ Miss Julie Martinez	P2a
	Miss Megan Goldie/Mrs Ann Rodger	P2b



Mrs Lorna Strachan	P2/3
Mrs Elaine McFarlane	P3a
Mrs Caroline Jackson	P3b
Mrs Louise Keyworth/Mrs Elspeth Fisher	P4a
Miss Jenna Yuille	P4b
Miss Rachel McIntyre/Mrs Gillian Craig	P5a
Miss Cassidy Fourie/Mrs Gillian Rossi	P5b
Mr Ross Lightbody	P5/6
Mrs Heather Kelly/Mr Ross Ferguson	P6a
Miss Morven Fraser	P6b
Miss Charlotte McInnes	P7a
Mrs Laura McCardel/Mrs Elaine Stewart	P7b
Mrs Kirsten Gilmour	P7c

Additional Staff Mrs Caroline Paterson

### **School Support Team**

Team Leader	Mrs Louise Mailey
Clerical Assistants	Mrs Christine Frew Mrs Michelle Molloy
Support Assistants	Mrs Natalie Allan Mrs Denise Gregory Ms Leeanne Dutton Mrs Claire Eggleton Ms Elaine Guy Mrs Libby Harris Mrs Elizabeth Milrine Mrs Collette Newlands Ms Maggie O'Hare Mrs Yvonne Owen Mrs Michelle Molloy Mrs Natalie Neilson
Janitor	Mr Andrew Donnelly

## **OUR NURSERY CLASS**

Mossneuk Nursery Class provides a fantastic learning environment for our youngest children. Parents from any area may apply to attend the Nursery Class. To find out more about the Nursery Class, please contact the school office.

Team Leader	Mrs Chris McIntosh
Early Years Team	Mrs Madeline Brown Mrs Lianne Davidson Mrs Kirsty Duncan Mrs Claire Dunn Mrs Monica McCabe Mrs Laura Stewart Mrs Debbie Johnston Mrs Carol Gallacher Mrs Claire Caywood

Early Years Support Assistant Mrs Alison Irwin

It should be noted that if you register your child for Mossneuk Nursery it does not mean that they will automatically be enrolled at our school when they are starting primary school. All children who move from early years to primary education must register separately for school in the month of January.

You can read our latest Care Inspectorate report on the school or Care Inspectorate website.

# ATTENDANCE

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

In cases where your child is unable to attend school parents are asked to:-

- inform the school by telephone (01355 239777) or email ([gw14mossneukpsoffice@glow.sch.uk](mailto:gw14mossneukpsoffice@glow.sch.uk)) first thing in the morning on the first day of your child's absence.
- Let us know the likely date of return and keep us informed if the date changes.
- inform the school of any changes to the following:
  - home phone number
  - mobile number
  - email details
  - emergency contact details
  - home address

If we haven't heard from you, a member of the school office team will contact you, and any emergency contacts, if necessary, to check your child is safe.

If you know your child has a medical/dental appointment, please let us know in advance.

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

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

## Information on emergencies

We make every effort to ensure the school remains open during term-time for pupils. However, on occasions circumstances may arise which can affect the school. Schools may be affected by, for example, severe weather, power failures or through any other circumstances that may impact on the school day. In such cases we shall do all we can to let you know as soon as possible. We shall keep in touch by the most appropriate method at the time normally through text message, ParentMail and via our social media channels.

In cases of severe weather in the morning such as snow and a heavy frost and if there is a reason the school cannot open in the morning at the normal time, we will adopt the protocol for a delayed start until 10am.

If this is the case a message via social media and on the council's website will be posted.

The Council's website [www.southlanarkshire.gov.uk](http://www.southlanarkshire.gov.uk) will be used to let you know if the school is closed or has a delayed start. Further information will be provided later in the day as to whether the school will be open as normal the next day.

## Things we need you to do:

- It is important for parents/carers to let the school know of any change to your mobile/home telephone number and change of address.
- If for any reason, you are unsure if the school is open visit the website [www.southlanarkshire.gov.uk](http://www.southlanarkshire.gov.uk) or email [education@southlanarkshire.gov.uk](mailto:education@southlanarkshire.gov.uk)

## Your commitments

We ask that you:

- support and encourage your child's learning – ask them what they have been doing.
- respect and adhere to the school's policies and guidance.
- accept your responsibility to respect staff who work in the school and for the school to be proactive in taking forward its commitment to care for and educate your child.

## Family holidays during term time

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

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

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

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

The school holiday dates, and in-service dates are available from the website [www.southlanarkshire.gov.uk](http://www.southlanarkshire.gov.uk)

# PARENTAL INVOLVEMENT/ PARENT COUNCIL

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

[www.southlanarkshire.gov.uk/downloads/file/13457/parents\\_as\\_partners\\_-\\_strategy\\_2019](http://www.southlanarkshire.gov.uk/downloads/file/13457/parents_as_partners_-_strategy_2019)

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

As parents/carers we want you to be:

- Welcomed and given an opportunity to be involved in the life of the school.
- Fully informed about your child's learning.
- Encouraged to make an active contribution to your child's learning.
- Able to support learning at home.

- Encouraged to express your views and involved in forums and discussions on education related issues.

Every parent with a child in Mossneuk Primary School and Nursery Class is automatically a member of the Parent Forum. All parents/carers are members of the Parent Forum enabling you to volunteer to join our Parent Council. The fact that you are a parent means that your voice matters in Education and the Parent Council is a great opportunity for you to become more involved and get to know more about our school and Nursery Class. The Parent Council is very active within Mossneuk Primary School and Nursery Class and has recently merged with our PTA to become one group

The Parent Council is a formal group with a constitution and acts as the Parent Voice for our school. Although formal, our Parent Council is parent friendly with partnership with school at the heart of its business.



Our Parent Council encourages and enhances the relationship between both parents/carers and teachers, providing various opportunities for us to work together on aspects of school improvement and also organise social events and fundraising activities. These events are both enjoyable and entertaining for our children and families and more importantly they are very successful in terms of funds raised for the school.

#### **Our current post holders are:**

Chairperson - Mrs Kirsty Purden  
 Vice Chairperson – Vacancy  
 Fundraising Coordinator: Mrs Gemma Palmer  
 Treasurer – **Mrs Claire Connolly**  
 Secretary - Mrs Clare Murray

#### **Get in touch**

You can get in touch with the Parent Council at any time, either through their Facebook page - *Mossneuk Parent Council* or via email at [mossneukparentcouncil@gmail.com](mailto:mossneukparentcouncil@gmail.com). Alternatively, please contact the school and we will put you in touch!

#### **How can you help?**

In any way that you can! We openly welcome new members to join us and although you may not be able to attend the Parent Council meetings if you can help in any aspect of their activities they would love to hear from you. Everyone helps out as little or as much as they can. You can help by attending all or some of our meetings to hear more about the life and work of the school, help us plan events and come up with new ideas! If you are unable to make the meetings, we always welcome suggestions via email. You could volunteer to help with the planning of an event out with the normal meeting times at a time that is convenient for you. You could volunteer as a helper at the events. You could help with donations for our raffles and prizes throughout the year. Maybe you have a particular skill that would be helpful? Or you work for a company that would be a great contact for us when organising events! There are so many ways that you can get involved to help to make a success of our school Parent Council!

#### **Parentzone Scotland**

Parentzone Scotland is a unique website for parents and carers in Scotland, from early years to beyond school. The website provides up-to-date information about learning in Scotland, and practical advice and ideas to support children's learning at home in literacy, numeracy, health and wellbeing and science. Information is also available on Parentzone Scotland regarding additional support needs, how parents can get involved in their child's school and education.

Parentzone Scotland also has details about schools, including performance data for school leavers from S4-S6 and links to the national, local authority and school level data on the achievement of Curriculum for Excellence levels.

# THE CURRICULUM

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

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

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

- Expressive arts
- Languages and literacy
- Health and wellbeing
- Mathematics and numeracy
- Religious and moral education
- Science
- Social studies
- Technologies

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

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

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

## **Expressive Arts**

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



## **Health and Wellbeing**

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



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

Other areas of Health and Wellbeing include

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

## Languages and Literacy

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

All teaching staff have been trained in using North Lanarkshire Council's Active Literacy Programme. Active Literacy is used in Mossneuk to teach spelling from P1-7. Through this approach, children are engaged in active and challenging tasks using a variety of exciting materials including magnetic letters and boards.

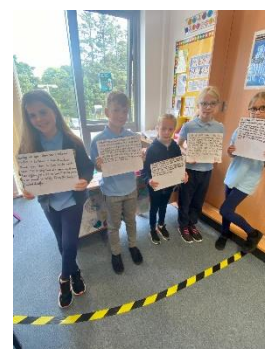


In the early stages of Phonics and Spelling, children are taught to read, make, blend and write words using the 'five finger approach' Say, Make/Break, Blend, Read, Write. Children also learn and identify strategies which help them read and spell common and tricky words. As they progress through the school, the programme builds on what has been taught before and children are encouraged to continue to develop strategies for help with spelling and are also introduced to spelling rules.

At Mossneuk, our approach to teaching reading allows children to build on their knowledge of high frequency words and their word attack skills to enhance their ability to read familiar and unfamiliar texts with increasing confidence. This supports all children to establish strong early reading skills. Once core reading skills are established, the children use a wide range of texts including novels, nonfiction texts, poetry and media.

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

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



In line with the Scottish Government's Languages 1 + 2 Strategy, French is taught in Mossneuk from our Nursery class to Primary 7. Themed topics delivered in P5-7 include aspects of other languages, with a special focus on Spanish.

## Mathematics and Numeracy



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



## Religious and Moral Education

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

Learning through religious and moral education enables children to:

- recognise religion as an important expression of human experience
- learn about the beliefs, values, practices and traditions of Christianity and other world religions and viewpoints independent of religious belief
- explore and develop knowledge and understanding of religions, recognising the place of Christianity in the Scottish context
- investigate and understand the responses which religious and nonreligious views can offer to questions about the nature and meaning of life
- recognise and understand religious diversity and the importance of religion in society
- develop respect for others and an understanding of beliefs and practices which are different from their own
- explore and establish values such as wisdom, justice, compassion and integrity and engage in the development of and reflection upon own moral values
- develop their beliefs, attitudes, values and practices through reflection, discovery and critical evaluation.
- make a positive difference to the world by putting beliefs and values into action

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

## Spiritual, Social, Moral and Cultural Values (Religious Observance)

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

There is a statutory provision for parents to withdraw children from participation in religious observance. Any requests should be made in writing to the Head Teacher, Julie McGowan and parents' wishes will be respected. Where a child is withdrawn from religious observance, schools will make suitable arrangements for the child to participate in a worthwhile alternative activity.

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

## Sciences



Science is taught through both specific lessons and appropriate links with other areas of the curriculum. Our Science programme provides children with many opportunities to develop their practical investigative skills.

Areas of Science covered in Mossneuk include...

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

## Social Studies

In Social Subjects the learning is based around themes, topics and projects which help develop skills and knowledge of people, past events and societies, people, place and environment and people in society, economy and business.

The children as they participate in the programme will:

- develop their understanding of the history, heritage and culture of Scotland
- broaden their understanding of the world by learning about human activities and achievements in the past and present
- develop an understanding of the principles of democracy and citizenship
- learn how to locate, explore and link periods, people and events in time and place
- learn how to locate, explore and link features and places locally and further afield
- engage in activities which encourage enterprising attitudes



The local environment provides many areas for study. Our Social Studies topics and projects involve many links with other areas of the curriculum and visits in the local community and further afield. Much of our Social Studies learning is taught through interdisciplinary topics, where learning from different areas of the curriculum is integrated.

## Technologies



We work hard to keep pace with new developments in technology so that our pupils will have the skills needed to succeed in modern society. We are lucky to have additional funding from the Parent Council to help purchase digital cameras, audio equipment, iPods, iPads, netbooks and many other resources. Information and Communication Technology (ICT) is used across the curriculum. Our network allows all pupils access to the internet and the security filter means that pupils can access only suitable material. All pupils / families are asked to sign an Internet Access Agreement.

Other technology work is done in the context of themed projects or standalone units focusing on a particular aspect of design or uses of technology in society. All classrooms in the school have interactive LCD screens and we have wireless access throughout the building and parts of the outdoor learning area.



## Skills for Learning, Life and Work

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



# ASSESSMENT AND TRACKING PROGRESS

In all areas of the curriculum staff use both summative assessment (such as diagnostic tests or class assessments) and formative assessment strategies, which involve pupils in assessing their own work against given targets. Throughout the primary school, teachers are constantly assessing the work of their pupils to monitor and enhance progress, to identify strengths and areas for further development, to involve pupils in their own learning, to decide on what requires to be taught next and to determine if the pupils are working at a level appropriate to their ability.

All class teachers engage in regular professional dialogue with the headteacher and depute headteachers to track pupils' progress across the curriculum.

Assessment reflects on-going work – by observation and interaction with pupils, by sharing criteria with children, by giving constructive feedback, by well-structured questioning, by peer assessment and by setting assessment tasks. Records of summative assessments are kept, both for teaching purposes and to keep parents up to date with their child's progress. This helps to identify any potential areas of difficulty for our pupils and plan appropriate interventions to support them.

Our Primary 1,4 and 7 children all complete the Scottish National Standardised Assessments on aspects of reading, writing and numeracy.

## More of the ways we share learning in Mossneuk....

Meet the Teacher booklets	Sharing the Learning Home
Class Newsletters	Open Days
Mossy Positive Notes Home	Mossneuk Marvels/Junior Gems/Spectacular Seniors
Class Assemblies and Showcases	Ongoing feedback in classwork
Parents' Meetings/phone calls	Review Meetings, where appropriate
Parent Council Meetings	Reports
Website	Twitter

# REPORTING

Mossneuk Primary School and Nursery Class recognise that good teamwork among parents/carers, children and school is the key to a successful education for your child. We will provide parents with reports so that you can see what your child is doing and how they are progressing. In addition, there will be two parents' meetings which offer you the opportunity to discuss how your child's progressing and you can contact the school at any time to discuss any concerns that you wish to raise.

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

We welcome any comments or additional information from parents to help us provide the best possible education for your child. If necessary, arrangements can be made to have an interpreter present at Parents' Evenings or at other times as appropriate. Wheelchair access is available.

# ENROLMENT AND TRANSITIONS

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

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

[www.southlanarkshire.gov.uk/info/200186/primary\\_school\\_information/392/enrolling\\_your\\_child\\_for\\_school](http://www.southlanarkshire.gov.uk/info/200186/primary_school_information/392/enrolling_your_child_for_school)

If you have any difficulty in identifying your catchment school, please email

[Edsuppserv.helpline@southlanarkshire.gov.uk](mailto:Edsuppserv.helpline@southlanarkshire.gov.uk)

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

Proof of where the child lives may also be needed.

**If your child is due to start school in August 2024, you can enrol online from Monday 8 January 2024. Your catchment school will contact you between Monday 15 to Friday 19 January 2024 to confirm your enrolment.**

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

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

## **Change of School/Placing Request**

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

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

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

## **Transition from primary to secondary school**

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

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

Contact details for **Duncanrig Secondary School** are below:

Duncanrig Secondary School,  
Winnipeg Drive,  
East Kilbride,  
G75 8ZT.  
Phone: 01355 588 800

## SUPPORT FOR PUPILS

### **Getting It Right For Every Child (GIRFEC)**

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

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

If you have any concerns about your child's wellbeing, you can speak to the named person who will work with you to provide support and decide how to move forward. The Named Person at Mossneuk is Julie McGowan, Head Teacher.

More information can be found on:  
[www.scotland.gov.uk/gettingitright](http://www.scotland.gov.uk/gettingitright)

### **Support for All (Additional Support Needs)**

We aim to ensure that each pupil reaches his/her full potential. Our early intervention and assessment aims to point out where pupils need any additional support. Initially the class programme would be adjusted to suit their needs at whatever level. Our Depute Head Teachers play a particular part in the planning of work for children who need extra help.

A member of East Kilbride Learning Support Team, Mrs Christine Garcia, visits Mossneuk every week and assists with individual programmes of study and plans where appropriate. When required, pupils will have an Additional Support Plan which highlights individual strategies that are in place within the school or for children with very complex needs a Co-ordinated Support Plan involving other agencies. Plans are drawn up in consultation with parents, pupils and staff. Where there is a need for expert help, we seek, with parental permission, the help of the Educational Psychologist who can help to identify specific learning difficulties and advise the school and family in how to overcome these. We also have many visiting specialists including Occupational Therapy and Speech and Language Therapy.

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

In keeping with duties set out in the Education (Additional Support for Learning) (Scotland) Act 2004 (as amended) the guidance states that handbooks should specifically mention Enquire, the Scottish advice service for additional support for learning.

### **Enquire – the Scottish advice service for additional support for learning**

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

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

Phone Helpline: 0345 123 2303

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

Email Enquiry service: [info@enquire.org.uk](mailto:info@enquire.org.uk)

Advice and information is also available at [www.enquire.org.uk](http://www.enquire.org.uk)

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

### **Attachment Strategy for Education Resources**

#### **Attachment – what we do to support children and young people**

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

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

#### ***What does it set out to do?***

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

#### ***How can I find out more?***

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

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

## **SCHOOL IMPROVEMENT**

The Improvement Plan is reviewed annually by staff, pupils and parent groups where appropriate. The plan outlines the priorities in maintaining our high standards and sets out priorities for future developments. The plan is discussed with the Parent Council each session and is available to parents through the school office or website.

A Standards and Quality Report is compiled towards the end of each session. This report outlines the main achievements of the school over the last 12 months and a copy of this can also be found on the school website.

### **Successes and Achievements throughout Session 2022-2023**

**School priority 1:** Continue to refresh and revise our Literacy curriculum, increasing attainment in Reading and Writing from Early Years to Primary 7

- ✓ Combined levels of attainment in Reading increased by 3% during Session 2022-2023.

- ✓ Combined levels of attainment in Writing increased by 10% during Session 2022-2023.
- ✓ Approaches to planning Writing introduced in session 2012-2022 continued in all stages ensuring pupils benefited from developing writing skills across a variety of genre. More consistent use of the Writing Criterion ensured a shared understanding of achievement of a level and increased staff confidence in their professional judgments.
- ✓ Moderation activity at Learning Community Level had a significant impact on staff's understanding of achievement of a level and increased staff confidence in their professional judgments activity. A continued focus on moderation at school and Learning Community Level will continue next session with a particular focus at P4.
- ✓ Combined levels of attainment in Listening and Talking and increased by 5% since Session 2021-2022.
- ✓ The Reading Pupil Leadership Groups familiarised themselves with the Reading Schools website and identified areas for further improvement. In particular, there was a focus on building a visible reading culture in our school environment which included decluttering the junior library, organising books into fiction and non-fiction sections and ensuring it was a relaxing place to go to and read.
- ✓ Paired Reading was re-introduced for P1 and 2 pupils with P6 reading buddies.
- ✓ The Reading Pupil Leadership groups were also active participants in the planning and organisation of whole school events for Book Week Scotland and World Book Day 2023. P1 and P3 Reading Clubs were introduced this session.
- ✓ Links were re-established with the local librarian, who attended school assemblies to promote reading across the whole school, including the nursery class. Plans are in place for this link to continue next session.

**School priority 2:** Further develop a strategic approach to health and wellbeing to support improvements in pupils' wellbeing.

- ✓ Parents and carers are aware of the nurturing approaches in place in Mossneuk and know how to access appropriate support for their child (Parental Leaflet – Term 1)
- ✓ We have continued to offer health and wellbeing interventions to targeted individuals and groups – Nurture sessions (21 pupils), Drawing and Talking (3 pupils) and Give us a Break which benefited three pupils in P5-7.
- ✓ The Neuk continues to be recognised as a safe base within the school and has a positive impact on all learners who access this support (6 children), both on a longer term or short term basis.
- ✓ Parents are made aware of wellbeing supports through the school newsletters and ParentMail.
- ✓ All staff continue to model our three school rules (Be Ready, Be Safe, Be Respectful) regularly and follow our approaches to Promoting Positive Relationships and Understanding Distressed Behaviour.
- ✓ A revised Relationships and Sexual Health programme is in place from P1-7 following stakeholder awareness raising and consultation and lessons took place in May/June 2023. All parents and carers received detailed information regarding the lessons and content at each Primary stage prior to delivery and knew who to contact with any queries or concerns.
- ✓ Work is underway to update the planning and assessment of Health and Wellbeing. This is ongoing and will continue next session.
- ✓ There has been a renewed focus on incorporating Rights Based learning, which reflects the UNCRC, within our Health and Wellbeing curriculum.
- ✓ The Rights Pupil Leadership Group have ensured that the Right of the Month shared at assemblies and discussed in classes. The Right of the month is also highlighted in school newsletters and Right of the Month display boards visible around the school.



**School priority 3:** Increase opportunities for Pupil Leadership and actively promote Pupil Voice

- ✓ Leadership Afternoons were introduced providing opportunities for all pupils P1-7 to be a member of one of 22 Pupil Leadership Groups led by teaching staff.

- ✓ Leadership Afternoons have actively increased pupil engagement in school improvement and promoted wider achievement and were very well received by pupils and parents,
- ✓ Pupil Leadership Groups have taken on various aspects of school improvement, for example, Equity, digital leaders, sports leaders, re-establishing links within the local community (Abbey Lodge Care home and Mossneuk Parish Church), Reading Schools, School Travel Plan, House system, Eco Schools Award, Fairtrade Schools Award, Charities, raising over £2000 for local and national causes, and work towards GOLD Rights Respecting Schools Re-accreditation.
- ✓ Pupils have further developed skills for learning, life and work through their involvement in these groups.
- ✓ Mossy Matters Pupil Voice groups have begun to reflect more rigorously on school improvement through the use of HGIOurS, in particular contributing to the development of our Curriculum Rationale and thinking about Our Relationships and Our School and Community.
- ✓ The Mossketeers (Pupil Council) and Young Leaders of Learning have developed their leadership skills throughout the session. Though pupil consultation they have sought to build more community links, both within the school and beyond. They have organised and delivered clubs for P1-3 pupils including a P1 Art Club, P1 Reading Club and a P3 Reading Club. In our work towards becoming a Reading School the group have made links with our local librarian, invited the librarian to school assemblies and will explore ideas from our YLL link school. The group have been involved in setting in-school reading challenges looking at promoting and encouraging reading.

**School priority 4:** Ensure inclusion, equity and equality are at the heart of what we do.

- ✓ Our data for Session 2022-2023 tells us that we are continuing to reduce the poverty related attainment gap across all areas of literacy and numeracy through the use of targeted interventions.
- ✓ The whole school Reading gap reduced by 16%.
- ✓ The whole school Numeracy gap reduced by 31%.
- ✓ We have continued to offer health and wellbeing interventions to targeted individuals and groups – Nurture sessions (21 pupils), Drawing and Talking (3 pupils) and Give us a Break which benefited three pupils in P5-7.
- ✓ Participatory Budgeting Lead Teacher established a PB group including staff, pupils and parents to allocate 10% of Pupil Equity Funding.
- ✓ Consultation took place in October 2022 and Outdoor Learning experiences and Playground equipment, resources and games were identified as a focus for spending.
- ✓ 10 pupils benefited from targeted interventions which led to improvements in their wellbeing, resilience, social skills, team work, ability to build positive relationships with others and play safely. In particular, the group developed confidence and self belief and a better understanding that to achieve something, you don't have to be the best at it. By providing opportunities for the children to take on a leadership role each session, they developed their communication skills and ability to work as a team. The children demonstrated a good understanding of the importance of safety and how to play safely. Observations showed a clear development in the children's support for each other through praise and encouragement. The children reported that they felt proud of what they had achieved at these sessions and that they had developed a more positive mindset when approaching new or difficult situations. Class teachers reported that children were more ready to learn in class following Outdoor Learning sessions.
- ✓ Playground resources were purchased and introduced throughout the session. From observations, it was clear that a significant number of our children across the school didn't know how to play safely with these resources and many were damaged in the initial stages. Despite this, the large block play was very well used by pupils at all stages and provided opportunities for children to demonstrate creativity, turn taking and team work skills when playing with children from other classes and stages. The use of playground play equipment will be further developed next session by the Participatory Budgeting Lead Teacher.
- ✓ Primary 1 benefited from the purchase of indoor play resources to enhance play-based learning experiences.



- ✓ Our new Primary 1 children for August 2023 benefited from play-based learning experiences at their Transition Visits in May 2023 and observations by class teachers have been helpful in identifying next steps for children as they begin school.
- ✓ Although a Cost of the School Day policy has not been developed we have maintained a continued focus on Cost of the School day reduces financial strain for all families.
- ✓ Parents continue to be regularly sign posted to appropriate financial supports (universal and targeted).
- ✓ The cost of some school activities, including class trips and the Primary 7 residential, were reduced by targeted use of Pupil Equity Funding.
- ✓ Careful consideration is given to costs when planning events in the school calendar.
- ✓ A Preloved Reloved Christmas Jumper shop organised by the Equity Pupil Leadership Group and a pre-loved uniform shop have made a difference for some of our families in reducing the cost of purchasing these items.

## School Improvement Plan 2023-2024



# MOSSNEUK PRIMARY SCHOOL AND NURSERY CLASS



## SCHOOL IMPROVEMENT PLAN 2023-2024



### STRATEGIC PRIORITY 1 RAISING ATTAINMENT

Embark on Improving Our Schools (IOS) – raise attainment in Reading through high quality self evaluation at classroom level using data informed targeted interventions.

Continue to develop a reading culture for our whole school community to raise attainment across the curriculum – Reading Schools (Core/Silver)

Continue to raise attainment in Writing across the Duncanrig Learning Community by improving teacher confidence in making robust, moderated and evidence based professional judgements.



### STRATEGIC PRIORITY 2 CURRICULUM

Embed the school's vision, values and aims and work collaboratively with the school community to continue to develop a curriculum rationale.

Introduce approaches to track pupil progress in Social Studies.

Use a range of evidence to inform future planning and learning and teaching strategies to raise attainment in Social Studies.



### STRATEGIC PRIORITY 3 HEALTH AND WELLBEING

Continue to develop a strategic approach to health and wellbeing which reflects the UNCRC and supports improvements in pupils' wellbeing and build positive relationships with all stakeholders.

Further develop opportunities for Pupil Leadership and actively Promote Pupil Voice to increase pupil engagement in school improvement and promote wider achievement.



### STRATEGIC PRIORITY 4 EQUITY AND EXCELLENCE

Continue to reduce the poverty related gap in Literacy and Numeracy.

Continue to support our most vulnerable pupils using a range of targeted interventions.

Continue to monitor the attendance and engagement of all our pupils with a sharper focus on pupils who live in SIMD 1 and 2 and/or receive Free School Meals and target intervention, as appropriate.

Maintain a continued focus on Cost of the School Day in session 2023-2024 and introduce a Cost of the School Day policy.

**GROWING TO LEARN, LEARNING TO GROW**

# SCHOOL POLICIES AND PRACTICAL INFORMATION

## Nursery Class Meals

All children attending a local authority nursery will be provided with a free lunch. In addition, if your child attends long mornings or afternoons e.g., over 4 hours 30 minutes they will be provided with a 'brunch' or 'afternoon tea'.

Nursery lunches and snacks are based on nutritional requirements from the NHS "Setting the Table" guidance.

Nursery age children will also receive milk and a healthy snack free of charge under the Milk and Healthy Snack scheme 2021. This will be provided by the establishment.

## Primary pupils

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

For their lunch each day pupils have the option to choose from two hot meal options plus a snack option. These are all served with vegetables or side salad. All meals also come with fresh chilled drinking water, salad, seasonal fruit and depending on the day - soup or a dessert.

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

Pupils in:

Primary 1 - 5 receive a free school lunch.

Primary 6 - 7 meal cost is **£2.05**.

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

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

## Adapted diets

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

## Free School Meals

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

Income Support, Universal Credit (where your take home pay is less than £726 per month), Job Seeker's Allowance (income based), Employment and Support Allowance (income related), Working Tax Credit and Child Tax Credit (where your gross annual income does not exceed £8,717 as assessed by the HM Revenues and Customs), Child Tax Credit Only (where your gross annual income does not exceed £18,725 as assessed by the HM Revenues and Customs) or receive support under Part VI of the Immigration and Asylum Act 1999.

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

We would encourage parents of children who are in receipt of any of the above benefits to take up this opportunity of having a meal provided for their child when they are at school. Arrangements are in place so



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

In Mossneuk, a free Breakfast service for children in P1-7 runs from 8.15am to 8.45am each school day. Parents can request their child attends Breakfast Club by contacting the school office.

## School Uniform



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

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

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

There are forms of dress which are unacceptable in all schools such as:

- the wearing of football colours
- clothing with slogans that may cause offence (anti-religious, symbolism or political slogans)
- clothing which advertises alcohol, tobacco, or drugs
- clothing which can be deemed unsuitable in terms of health and safety grounds such as shell suits, combat style clothing, dangling earrings, loose fitting clothes particularly in practical classes.
- articles of clothing that could be deemed to inflict damage on other pupils or be used by others to do so.
- footwear that may damage flooring.

Mossneuk's school uniform is –

Shirt/Blouse	Blue
Polo Shirt	Blue
Trousers	Grey (boys) or Navy (girls)
Pinafore/Skirt/Trousers	Navy
Sweater/Cardigan	Navy
Blazer, Anorak or Coat	Navy



The children should bring a change of footwear for indoors and to avoid danger from wet floors and corridors.

All pupils are asked to wear shorts, t-shirt and gym shoes for safety reasons at Physical Education. For the same reasons, jewellery should not be worn. Clothing, shoes and wellingtons should be clearly marked with the pupils' names.

When children go out on educational outings the norm is school uniform but appropriate instructions will be given on each occasion.

We prefer pupils to wear shirts and ties for special events and whenever they are representing the school at community events.

## Allergies

A significant number of children and young people in our schools will have allergies and it is important that parents keep the school fully informed on these matters.

Allergies can present in a variety of ways and can occur at any point in a person's life. Symptoms range from mild to severe. Children and young people known to have an allergy with moderate to severe symptoms will likely have a Health Care Plan drawn up by the NHS. This will detail symptoms and appropriate interventions.

It is vital that parents share this information with the school and continue to provide any updated information.

Where symptoms are mild and a Health Care Plan is not in place, parents should still continue to liaise regularly with the school on any new triggers, medications and actions required.

In all cases, our employees need to know your child's symptoms, treatments and any actions required to help prevent exposure to the allergen and minimise the risk of allergic reactions.

Employees in schools will receive training on allergies and will liaise with parents and NHS on any additional specialist training required.

In supporting children and young people with allergies, school employees will operate in accordance with South Lanarkshire Council's Safe Systems of Work / risk assessment and national guidance on the administration of medicines.

## **Support for parent/carers**

### **Clothing grant**

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

Applications can be made online at [www.southlanarkshire.gov.uk](http://www.southlanarkshire.gov.uk). If you are required to submit evidence of your Tax Credit income it is important that a copy of this evidence is attached to your online application. Should you require further information, or you are unable to submit an application online then please contact the helpline number **0303 123 1011** (option 5).

## **Transport**

### **School Transport**

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

A privilege transport scheme is operated for mainstream school contracts where a pupil is not entitled to free school transport. Privilege transport will only be granted providing there is spare capacity on an existing school contract and will be from and to designated pick up and drop off points. Privilege transport will not be provided where a service bus is used on the school run. Any spare capacity will be allocated using agreed priorities. More information on school transport is available [www.southlanarkshire.gov.uk/info/200188/secondary\\_school\\_information/545/school\\_transport](http://www.southlanarkshire.gov.uk/info/200188/secondary_school_information/545/school_transport) or phone **0303 123 1023**.

### **Pick-up points**

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

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

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

### **Insurance for schools – pupils' personal effects**

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

#### **Theft/loss of personal effects**

The Council is not liable for the loss or theft of pupils' clothing or personal effects for example mobile phones, tablets etc. and any items are therefore brought into the school is done so at the pupil/parents' own risk.

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

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

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

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

#### **(ii) Damage to clothing**

The Council is only liable for damage caused to pupils' clothing where the damage has resulted from the negligence of the Council or one of its employees. Claims arising otherwise will not be accepted by the Council's insurers.

### **Child Protection**

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

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

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

All staff have a responsibility to report any suspicions that a child has been abused or is at risk of harm, abuse, or neglect.

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

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

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

## **General Data Protection Regulation as supplemented by the Data Protection Act 2018 (GDPR)**

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

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

### **Privacy Notice**

#### **Introduction**

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

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

#### **Using your personal information**

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

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

When you enrol for a nursery or school, we ask for the following information:

parent/carer contact details (name, address, phone, email).

the child's name, date of birth, gender, and address.

information about medical conditions, additional support needs, religion, and ethnicity.

any information you may wish to provide about family circumstances.

#### **Information we collect at other times.**

We will also collect information at other times such as when you apply for a benefit, request a services or other support. We will provide an additional privacy notice at these times.

If you apply for an education service or benefit, such as school transport, free school meals, clothing grant, placing request or EMA, we will also ask for personal information as set out above. We will also ask for information about your income for education benefits applications.

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

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

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

### **Information that we collect from other sources.**

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

exam results and assessment information.  
information about health, wellbeing, or child protection.

### **Why do we need this information?**

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

for the education of children, young people and adult learners.  
for teaching, enrolment, and assessment purposes and to monitor the educational progress of children, young people and adult learners;  
to keep children and young people safe and provide guidance services in school;  
to identify where additional support is needed to help children, young people and adult learners with their learning;  
to maintain records of attendance, absence and behaviour of children and young people (including exclusions);  
to support children and young people moving on each year from nursery to primary, primary to secondary and when they move or leave school;  
to help us develop and improve education services provided for young people, adult learners, or families  
In accordance with our legitimate interests as an education authority we will also use your information to create statistical reports.

### **We will share your information with:**

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

The Scottish Government and bodies such as Education Scotland, Scottish Qualifications Authority, Skills Development Scotland, and other organisations that support children and young people's learning.

Other parts of the Council when required for services such as school meals, school transport, education benefits and with Social work in connection with any child protection concerns we become aware of.

The NHS, to support health initiatives in accordance with the legal obligation on the Council in terms of section 39(3) of the National Health Service (Scotland) Act 1978.

South Lanarkshire Leisure and Culture Limited, where children and young people are participating in sports and leisure activities.

Other schools/local authorities – if a child moves or transfers to another school the Council has an obligation to pass on information with regards to pupil records to the new school/local authority.

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

[https://www.southlanarkshire.gov.uk/info/200235/meta/1730/general\\_privacy](https://www.southlanarkshire.gov.uk/info/200235/meta/1730/general_privacy)).

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



## Education Resources

### School holiday Dates Session 2023/2024

Break	Holiday dates		
<b>First Term</b>	<b>Teachers In-service</b>	<b>Monday</b>	<b>14 August 2023</b>
	<b>In-service day</b>	<b>Tuesday</b>	<b>15 August 2023</b>
	Pupils return	Wednesday	16 August 2023
September Weekend	Closed on Re-open	Friday Tuesday	22 September 2023 26 September 2023
October Break	Closed on Re-open	Monday Monday	16 October 2023 24 October 2023
	<b>In-service day</b>	<b>Monday</b>	<b>13 November 2023</b>
Christmas	Closed on Re-open	Monday Monday	25 December 2023 8 January 2024
<b>Second Term</b>			
February break	Closed on	Monday & Tuesday	12 February 2024 13 February 2024
	<b>In-service day</b>	<b>Wednesday</b>	<b>14 February 2024</b>
Spring break/Easter	Closed on Re-open	Friday Monday	29 March 2024 15 April 2024
<b>Third Term</b>			
	<b>In-service day</b>	<b>Thursday</b>	<b>2 May 2024</b>
Local Holiday	Closed	Monday	6 May 2024
Local Holiday	Closed on Re-open	Friday Tuesday	24 May 2024 28 May 2024
Summer break	Close on	Wednesday	26 June 2024
Proposed in-service days	15 & 16 August 2024		

#### Notes

- ◆ Good Friday falls on Friday, 29 March 2024
- ◆ *Lanark schools will close Thursday, 6 June 2024 and Friday, 7 June 2024*
- ◆ Schools will close at 2.30pm on the last day of terms 1 and 2 (Friday, 22 December 2023 and Thursday, 28 March 2024)
- ◆ Schools will close at 1pm on the last day of term 3 Wednesday 26 June 2024)  
\*Two in-service days proposed 15 & 16 August 2024.



## Education Resources

### School holiday Dates Session 2024/2025

Break	Holiday dates		
<b>First Term</b>	<b>Teachers In-service</b>	<b>Monday</b>	<b>12 August 2024</b>
	<b>In-service day</b>	<b>Tuesday</b>	<b>13 August 2024</b>
	Pupils return	Wednesday	14 August 2024
September Weekend	Closed on	Friday	27 September 2024
	Re-open	Tuesday	30 September 2024
October Break	Closed on	Monday	14 October 2024
	Re-open	Monday	21 October 2024
	<b>In-service day</b>	<b>Monday</b>	<b>11 November 2024</b>
Christmas	Closed on	Monday	23 December 2024
	Re-open	Monday	6 January 2025
<b>Second Term</b>			
February break	Closed on	Monday & Tuesday	17 February 2025 18 February 2025
	<b>In-service day</b>	<b>Wednesday</b>	<b>19 February 2025</b>
Spring break/Easter	Closed on	Monday	7 April 2025
	Re-open	Tuesday	22 April 2025
<b>Third Term</b>			
	<b>In-service day</b>	<b>Thursday</b>	<b>1 May 2025</b>
May Day	Closed	Monday	5 May 2025
Local Holiday	Closed on	Friday & Monday	23 May 2025 and 26 May 2025
	Re-open	Tuesday	27 May 2025
Summer break	Close on	Wednesday	25 June 2025

#### Notes

- ◆ Good Friday falls on Friday, 18 April 2025
- ◆ Lanark schools will close Thursday, 12 June 2025 and Friday, 13 June 2025
- ◆ Schools will close at 2.30pm on the last day of terms 1 and 2 (Friday, 20 December 2024 and Friday, 4 April 2025)
- ◆ Schools will close at 1pm on the last day of term 3 Wednesday 25 June 2025.

## Appendix A

This annex gives a list of useful information and the links to the content is now available from the Council's website by accessing the following link

[http://www.southlanarkshire.gov.uk/info/200186/primary\\_school\\_information/1264/curriculum\\_for\\_excellence/3](http://www.southlanarkshire.gov.uk/info/200186/primary_school_information/1264/curriculum_for_excellence/3)

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

### Contact Details

Education Scotland's Communication Toolkit for engaging with parents.

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

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

A guide for parents about school attendance explains parental responsibilities with regard to children's attendance at school.

### Parental Involvement

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

Parentzone provide information and resource for parents and Parent Councils

National Parent Forum for Scotland; [www.npfs.org.uk](http://www.npfs.org.uk)

### School Ethos

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

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

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

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

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

### Curriculum

Information about how the curriculum is structured and curriculum planning.

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

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

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



Information on the Senior Phase

Information on Skills for learning, life, and work

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

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

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

## **Assessment and Reporting**

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

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

Curriculum for Excellence factfile - Assessment and qualifications

Information on recognising achievement, reporting, and profiling.

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

## **Transitions**

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

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

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

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

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

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

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

## **Support for Pupils**

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

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

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

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

## **School Improvement**

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

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

Scottish Credit and Qualifications Framework (SCQF)

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

Amazing Things - information about youth awards in Scotland

Information on how to access statistics relating to School Education

### **School Policies and Practical Information**

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