

Mossneuk Primary School and Nursery Class

HANDBOOK

January 2025



Mossneuk Primary School and Nursery Class
Mossneuk Drive
East Kilbride
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Contents

Welcome

- 1. Introduction by the Head Teacher**
- 2. About our School**
- 3. School Ethos**
- 4. Staff List**
- 5. Attendance**
- 6. Parental Involvement/Parent Council**
- 7. The Curriculum**
- 8. Assessment and Tracking Progress**
- 9. Reporting**
- 10. Enrolment and Transitions**
- 11. Support for Pupils**
- 12. School Improvement**
- 13. School Policies and Practical Information**
- 14. General Data Protection Regulation as supplemented by the Data Protection Act 2018 (GDPR)**
- 15. School Holiday Dates – 2024/2025 and 2025/2026**
- 16. Appendix A**

If you need this information in another language or format, please contact us to discuss how we can best meet your needs.

Phone: 0303 123 1023 Email: education@southlanarkshire.gov.uk.

WELCOME

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.

With learning at the heart of everything we do, our revised values of **Inclusive, Trust, Kind, Creative** and **Teamwork** help to build the very positive and welcoming ethos within our school. Our vision, "**Growing to Learn, Learning to Grow**", is embedded in all areas of school life and our aims ensure that we are considering the learning, health and wellbeing and future ambitions of all our children.

Our children, families and staff are very proud of our school and the learning opportunities and experiences we provide. We have high expectations and our children are at the centre of our high quality learning and teaching.

Partnerships with all our stakeholders are central to achieving our aims and we work hard together 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



1. INTRODUCTION BY THE HEAD TEACHER

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.

2. ABOUT OUR SCHOOL



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Mossneuk Primary School and Nursery Class is a non-denominational, co-educational school with a current roll of 472 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
Close	3.00pm
Homework	

Our Nursery Day

9.00-3.00pm

Homework is issued to help the children consolidate and extend learning in a variety of areas. The amount of homework varies throughout the school. It is important that homework does not become a burden for busy families and 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.

ParentsPortal 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 ParentsPortal, if you have mobile or internet access and contact the school office if you have any difficulties with this. 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 X 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 our availability. Please never hesitate to contact us to sort out any problems, no matter how small, as we would rather help you with these quickly 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?

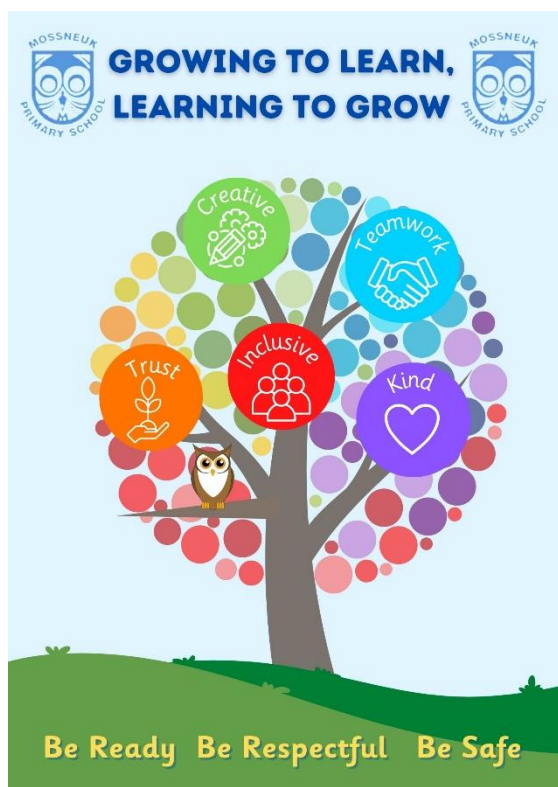
We want to make it as easy for you as possible to let us know if you feel something has gone wrong. You can complain:

- By telephone to the head teacher or via the office staff if the 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.

3. 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 following stakeholder consultation during Session 2022-2023, our newly revised values ***Inclusive, Trust, Kind, Creative*** and ***Teamwork*** were created and these are embedded in the life of our school.

Our aims are to

- provide a vibrant, pupil centred, stimulating environment where pupils flourish work together
- to foster a wide range of partnerships ensure every child's needs are respected and supported and their individuality is valued
- give each child the confidence and passion to embark on their own learning journey, providing knowledge, skills and experiences which inspire life long learning
- promote and celebrate each child's individual achievements ensure that every child feels safe and valued, by providing nurture and support.

Our three school rules 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**

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



We have a wide range of Pupil Leadership Groups across the school which include every one of our P1-7 pupils. These include Pupil Council, Junior and Senior Eco Groups, Junior and Senior Health Groups, Junior and Senior Sports Groups, Learning through Play Group and Play Leaders, Junior and Senior Communities Groups, Junior and Senior Reading Champions, Digital Leaders/Technologies Leaders, Junior and Senior Charities Groups, Equity Group, Maths Leaders, Attachment Ambassadors, and Junior Road Safety Officers. These groups meet regularly and their views and activities have a positive impact on the school and wider community.



House system

The school operates a 'house' system and this is currently under review.

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.

Promoting Positive Behaviour

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 that encourages good behaviour.

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.

Playground Supervision

Parents and carers may wish to know that an adult presence is provided in the playground at break times and lunchtime.

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.

4. STAFF LIST - THE MOSSNEUK TEAM

Senior Leadership Team

Head Teacher	Mrs Julie McGowan	
Depute Head Teacher	Mrs Ainsley Johnstone	Nursery & P1-3
Depute Head Teacher	Mrs Heather Goring	P4-7

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

Teaching Staff

Class		
Teachers	Mrs Kirsty Hickey	P1a
	Mrs Nicola Reilly	P1b
	Mrs Joanne Taylor	P1c
	Miss Charlotte McInnes	P2a
	Mrs Gillian Rossi/Miss Julie Martinez	P2b
	Mrs Caroline Jackson	P3a
	Mrs Elaine McFarlane/Mrs Laura McCardel	P3b
	Mrs Louise Keyworth/Mrs Elspeth Fisher	P3c
	Mrs Lorna Strachan	P4a
	Mr Fraser Kemp/Mrs Alana Auld	P4b
	Miss Morven Fraser	P5a
	Mrs Gillian Craig	P5b
	Mr Ross Lightbody	P6a
	Miss Jenna Yuille/Mrs Anne Rodger	P6b
	Mrs Kirsten Gilmour	P6/7
	Mrs Heather Kelly/Mrs Elaine Stewart	P7a
	Mr Ross Ferguson	P7b

Additional Staff	Mrs Caroline Paterson (currently on Maternity Leave)
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School Support Team

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

OUR NURSERY CLASS TEAM

Mossneuk Nursery Class provides a safe, caring and nurturing learning environment for our youngest children. To find out more about our 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 Carol Gallacher Mrs Claire Caywood

Early Years Support Assistant Mrs Alison Irwin

It should be noted that if your child attends Mossneuk Nursery Class 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.

5. 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) 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.

Emergency Information

We strive to keep the school open during term-time. However, there may be instances such as severe weather or power failures that could affect the school day. In such cases, we will inform you as soon as possible through text messages and our social media channels.

Severe Weather Protocol

In the event of severe weather like snow or heavy frost, if the school cannot open at the usual time, we will delay the start until 10 am. Notifications will be posted on social media and the council's website.

Communication

The Council's website, www.southlanarkshire.gov.uk, will provide updates on school closures or delays including further information about the next school day.

Parental Responsibilities

- Inform the school of any changes to your contact details.
- If unsure about the school's status, visit the website www.southlanarkshire.gov.uk or email education@southlanarkshire.gov.uk.

Your Commitments

We ask that you:

- Support and encourage your child's learning.
- Respect and adhere to the school's policies.
- Respect school staff and support the school's commitment to your child's education.

Family Holidays During Term Time

Please ensure your child attends school during term time and avoid holidays during this period as it disrupts education and reduces learning time. If a holiday during term time is unavoidable, inform the school in advance by letter.

Holidays during term time will be marked as unauthorised absences, except in exceptional circumstances where parents can demonstrate the inability to obtain leave during school holidays. Unexplained absences will be recorded as unauthorised.

Encouraging School Attendance

We believe that regular school attendance is key to raising attainment and achievement. It's a shared responsibility among parents/carers and the school to emphasise the importance of attending school. For your convenience, school holiday dates and in-service dates can be found on the council's website: www.southlanarkshire.gov.uk and are included in this handbook.

6. PARENTAL INVOLVEMENT/ PARENT COUNCIL

Parental Involvement

The Scottish Schools (Parental Involvement) Act 2006 offers guidance for education authorities, Parent Councils, and others.

Parentzone [Parentzone Scotland | Education Scotland](http://ParentzoneScotland.org.uk) provides resources for parents and Parent Councils, and the National Parent Forum for Scotland offers additional information at www.npfs.org.uk.

Parental Involvement/Parent Council

South Lanarkshire Council values parents as partners in their child's education and has published a strategy called 'Making a difference – working together to support children's learning', available on the Council's website: www.southlanarkshire.gov.uk/downloads/file/13457/parents_as_partners_-_strategy_2019

The Importance of Parental Involvement

- Parents, carers, and family members are the most significant influences on children's lives.
- Children spend only 15% of their time in school between the ages of 5 and 16.
- Research shows that parental involvement in learning leads to better outcomes at school and in life.

Our Aims for Parents/Carers

- To be welcomed and involved in the life of the school.
- To be fully informed about their child's learning.
- To be encouraged to contribute actively to their child's learning.
- To be able to support learning at home.
- To be encouraged to express views and participate in discussions on education-related issues.

Parent Forum and Parent Council

- Every parent with a child at school is automatically a member of the parent forum.
- The Parent Council is a formal group with a constitution that acts as the Parent Voice of the school.

Getting Involved

To learn more about becoming a parent helper, please contact the school.

To learn more about joining the Parent Council, contact the school or visit our website.

A guide on the role of a Parent Council, created by parents for parents, is available via this link [Parent Councils](#)

Our current post holders are:

Chairperson - Caroline West

Vice Chairperson - Marion Macdonald

Fundraising Coordinator - Gemma Palmer

Treasurer - Joyce Gamble

Secretary - Sarah McCallum

You can also 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

Parentzone Scotland

- A unique website for parents and carers in Scotland, offering information from early years to beyond school.
- Provides up-to-date information about learning in Scotland and practical advice to support children's learning at home.
- Offers more detailed information on additional support needs
- Explains how parents can get involved in their child's school and education.
- Includes details about schools, performance data for school leavers from S4-S6, and links to national, local authority, and school-level data on the achievement of Curriculum for Excellence levels.

7. 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.

Level	Stage
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.

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.

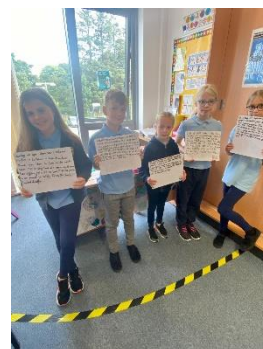


In the early stages of Phonics and Spelling, children are taught to read, make, blend and write words using the 'five finger approach' Say, Make/Break, Blend, Read, Write. Children also learn and identify strategies which help them read and spell common and tricky words. As they progress through the 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 particular 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. Information and Communication Technology (ICT) is used across the curriculum. All classrooms in the school have interactive LCD screens and we have wireless access throughout the building and parts of the outdoor learning area.



Learning in Technologies, including Digital Literacy and Computing Science, Technological Developments in Society and Business and Craft, Design, Engineering and Graphics are taught in the context of themed projects or standalone units focusing on a particular aspect of design or uses of technology in society.

8. ASSESSMENT AND TRACKING PROGRESS

Assessment is an integral part of day to day learning and teaching and is central to ongoing classroom practice.

In all areas of the curriculum staff use both summative assessment (such as diagnostic tests or class assessments) and formative assessment strategies. Assessment for learning strategies, is an extension of formative assessment. It is the process of seeing and interpreting evidence for use by learners and their teachers to decide where the learners are in their learning, where they need to go and how best to get there. It is ongoing and part of effective learning and teaching.

In all classes, teachers are continually 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 other members of the Senior Leadership Team 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.

The Scottish Government has introduced a system of standardised assessments, called the Scottish National Standardised Assessments (SNSA) and involve all children at the P1, P4, P7 and S3 stages of their education, focusing on aspects of reading, writing and numeracy and mathematics.

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	X

9. REPORTING

We recognise that effective partnership between parents/carers, children and school is the key to a successful education for your child.

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

In addition, there will be two parents' meetings which offer you the opportunity to discuss how your child is progressing and you can contact the school at any time to discuss any concerns that you wish to raise.

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

10. 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

If you have any difficulty in identifying your catchment school, please email 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 2025, you can enrol online from Monday 6 January 2025. Your catchment school will contact you between Monday 13 to Friday 17 January 2025 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 or by contacting edsuppserv.help@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.help@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

1 1 . 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

Support for All (Additional Support Needs)

We aim to ensure that pupils benefit from the right support at the right time to help them reach their full potential and benefit from the support of our local area Extended Team. A member of the East Kilbride Learning Support Team visits Mossneuk every week and we can also call on the support of Psychological Services and of teachers with expertise in visual or hearing impairments

We embrace a whole school approach to additional support and we encourage active participation of all concerned with the education of our pupils. Parents and carers will be informed at the earliest stage when concern is expressed about a child's learning. By working in partnership with parents and carers, we believe we can maximise a child's learning experiences. Some children requiring additional support will have an Additional Support Plan (ASP), where specific learning targets are set and reviewed on a regular basis. The views of the child and the parent and carer are included in the ASP. For children with very complex needs, a Co-ordinated Support Plan (CSP), involving input from other agencies out with Education, may be established.

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

Advice and information is also available at www.enquire.org.uk

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

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.

12. SCHOOL IMPROVEMENT

Our School Improvement Plan is reviewed annually by staff, pupils and parent groups where appropriate. The plan outlines the strategic improvement priorities for the coming session and is discussed with the Parent Council each session. A Standards and Quality Report is compiled towards the end of each session and provides tells you more about our strengths and the work we have undertaken to maintain our high standards.

Our Standards and Quality Report and School Improvement Plan is shared with parents and carers through our usual communication channels including via ParentsPortal, school newsletters and on our website. Paper copies can be accessed from the school office, if required.

Successes and Achievements throughout Session 2023-2024

- We achieved our Core Reading Schools Award.
- A group of Primary 7 pupils gained their Young STEM Leader Award.
- We preformed our first school show, Cinderella Rockerfella, since the pandemic and it was a sell out!
- We participated and enjoyed success in a range of sporting activities including football, netball, cross country and athletics.
- Our boys and girls football teams won the East Kilbride and Strathaven Schools Football Tournament.
- Nine pupils gained a Silver Award in the SMC Primary Maths Challenge.
- Our positive Nursery Class Care Inspectorate report highlighted a number of key strengths.
- All our P1-7 children were a member of a Pupil Leadership Group taking forward a whole range of exciting initiatives across our school.
- Three children were winners in the SLC Road Safety Calendar competition and 13 pupils across the school were highly commended.

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.

Progress and Impact

- Combined levels of attainment in Reading across P1/4/7 increased during Session 2023-2024.
- All teaching staff increased their confidence in the use of their class data to raise attainment through planning appropriate interventions to support and challenge learners in Reading.
- All teaching staff engaged in professional dialogue and focused CLPL sessions to develop their use of effective questioning.
- Three members of teaching staff (Early, First and Second Level) were identified as Challenge Leaders of Learning (CLOLs).

- Self evaluation data gathered throughout the session indicated that almost all staff agreed that their use of questioning was more effective and had impacted positively on children's attainment.
 - Assessment data gathered at class level indicated that improvements in the use of effective questioning, including a renewed focus on the use of AIFL strategies and the introduction of retrieval practice had raised attainment in all classes.
 - A Learning, Teaching and Assessment Policy was written in consultation with staff, pupils and parents and will be reviewed on an annual basis, to reflect local and national developments.
 - A blueprint for What makes an excellent Mossneuk Lesson has been developed and is ready for launch in Session 2024-2025.
- ✓ Continue to develop a reading culture for our whole school community to raise attainment across the curriculum – Reading Schools (Core/Silver)

Progress and Impact

- Identified staff members and 76 pupils from across the school (Junior Reading Group, Senior Reading Group, Young Leaders of Learning) were actively involved in developing our whole school reading culture.
 - The Reading group was successful in their bid for £500 from Reading Schools and a book bundle from Twinkl. They were also successful in motivating parents to donate to a reading legacy fund, which will be utilised in Session 2024-2025.
 - The Young Leaders of Learning and pupils from the Junior and Senior Reading Leadership Groups have led whole school assemblies. They have also planned and delivered whole school events during Book Week Scotland 2023, World Book Day 2024 and organised other challenges throughout the session to promote reading for pleasure, including a competition to create a class library/cosy reading area in all classrooms.
 - 36 senior pupils are involved in Paired Reading with younger pupils with 36 P2 and P3 pupils.
 - Staff have engaged in professional dialogue and sharing of good practice. They have also been signposted to and engaged with relevant CLPL, e.g. Scottish Book Trust, FLIPP Training and one member of staff participated in the SLC OU/UKLA Teachers Reading Group.
 - In order to provide opportunities for parental involvement in building our reading culture, all families have access to Oxford Reading Buddy which is used to supplement in class teaching and provide digital access to books from home. All families have been provided with information on their local library services and information on Borrowbox digital library service. School/ Class newsletters highlight the reading programmes and activities on offer at school and suggest ways families can support their child's reading at home.
 - Identified staff and members of the Senior Reading Leadership Group led by the Head Teacher presented a CLPL session in April 2024 to staff from across SLC on Learner Participation to share our good practice.
 - Reading Schools Accreditation (Core) was achieved in June 2024 and work is underway to achieve a Silver Award. Silver Action Plan submitted – June 2024.
- ✓ Continue to raise attainment in Writing across the Duncanrig Learning Community by improving teacher confidence in making robust, moderated and evidence based professional judgements.

Progress and Impact

- Moderation activity at Learning Community Level on INSET 3 and a LC CAT in February 2024 continued to have a significant impact on staff's understanding of achievement of a level and increased their confidence in their professional judgments activity, with 98% of respondents to a Learning Community consultation agreeing that the professional dialogue which took place at both session was beneficial.
- By June 2024, 97% of those who responded to a Learning Community consultation said that their confidence in their professional judgement had improved.
- Materials produced by the Learning Community Writing Improvement Group were very useful to support moderation activity and promote professional dialogue. 100% of staff who responded to the Learning Community consultation agreed.

- A continued focus on moderation at school and Learning Community Level will continue next session.

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.

Progress and Impact

- Our revised, vision, values and aims were launched in August 2023 and were communicated to the whole school community and displayed throughout the school, school website, twitter and other communication. (Aug/Sept 2023)
- Identified members of staff led by the Head Teacher researched current practice that reflects the four capacities, the four contexts for learning and the principles of curriculum design.
- Opportunities for professional dialogue, sharing of practice and engagement for all staff, in the design and development of our curriculum rationale were provided at INSET 4. Pupils' views were reflected in the development of our curriculum rationale through the involvement of the young Leaders of Learning in February 2024 and Parental/stakeholder involvement to support the development of our Curriculum Rationale was facilitated at a Parent Council meeting in January 2024 and throughout the remainder of the session.
- A Curriculum Rationale (February 2024) was written in consultation with staff, children, parents and carers, will be reviewed on an annual basis, to reflect local and national developments and will be shared with all stakeholders.
- ✓ 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.

Progress and Impact

- Our self evaluation highlighted a need to refresh our approach to skills-based learning and the teaching of social studies in line with the Refreshed Narrative on Scotland's curriculum.
- HT researched SLC's approach to IDL and Inquiry-based learning and the SLC Skills Framework and engaged with CQIS staff.
- One P6 class trialled a child led Inquiry based learning experience in May 2024 and this has sparked the interest of a number of staff across the school which has led to this being included as a priority in next session's SIP.
- Following input at INSET 3, and subsequent self-evaluation, there is a need for further work to improve staff confidence to make evidence based, moderated judgements about pupil progress in Social Studies and use these to track pupils' progress and raise attainment.

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.

Progress and Impact

- Glasgow Motivation and Wellbeing Profile (GMWP) was introduced by teaching staff to children in P3-7 in February 2024.
- Most identified children benefited from class-based interventions, with a small number of children benefiting from more targeted interventions, e.g. Drawing and talking, Forest School and counselling.
- 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, both on a longer term or short-term basis.
- A very small number of children benefited from more targeted, bespoke support to help them attend and/or remain in school.
- Revised Health and Wellbeing framework, planning and resources was trialled in some classes between April-June 2024.
- Identified staff along with the Junior and Senior Rights Pupil Leadership groups ensured that the Right of the Month was given a greater focus and they used Earth Day to highlight the Global Goals, presenting at Assemblies to raise the profile of these with all classes.
- Work has begun to refresh the Playground Charter and will continue in Session 2024-2025.

- Rights based Learning, which reflects the UNCRC, is included within our Health and Wellbeing curriculum and revised Health and Wellbeing Framework.

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.

Progress and Impact

- From analysis of our data, the whole school reading gap has reduced.
- Our data analysis also tells us that the whole school Listening and Talking gap has reduced.
- However, from our self-evaluation and analysis of data over time, we know there is still a poverty related gap. This will be a particular focus throughout Session 2024-2025.
- Identified pupils across the school benefited from interventions which have improved their wellbeing and ability to access learning.
- Although our attendance levels are above the National and SLC levels, there is a poverty related gap and reducing this gap will be particular focus throughout Session 2024-2025.
- We have maintained a continued focus on the Cost of the School Day and strategies are in place to reduce the financial impact of both planned school and Parent Council events. All school excursions are subsidised using money raised by the Parent Council or other fundraising.
- We are waiting for further guidance from SLC before introducing a Cost of the School Day policy.
- We have continued to include pupil voice by involving the Equity Pupil Leadership Group in decision making regarding the Cost of the School day and their active involvement in the use of Participatory Budgeting.
- Following consultation with all stakeholders, play based learning, indoor and outdoor, was identified as an area for improvement using 10% of Pupil Equity Funding (Participatory Budgeting). Additional Playground resources were purchased and introduced throughout the session, with a focus on P1 and P2. More large block play was purchased and continues to be 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. Primary 1 continue to develop their approaches to play based learning and benefited from the purchase of additional resources to enhance play-based learning experiences. Resources have been purchased to extend these approaches in P2 and P3 and this will continue next session



Attainment

Through rigorous self evaluation target one feature of Highly effective Practice at the end of Session 2023-2024 to raise attainment in Numeracy through the use of data informed targeted interventions.

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

Improve Transitions across the Duncanrig Learning Community from Early Years to P1 and from P7 to S1 – See LC Plan

Embed approaches to raise attainment in Writing across the Duncanrig Learning Community – see LC Plan



Curriculum - Interdisciplinary learning

Develop our whole school approach to interdisciplinary learning through inquiry based learning to raise attainment and improve learners' skills for Learning, Life and Work.

Introduce revised SLC Social Studies progression pathways and use these to track pupil progress and raise attainment

Ensure a progressive and coherent Health and wellbeing programme is in place to promote positive health and wellbeing, including rights-based learning.

Continue to further develop the approaches in place in school to deliver Attachment Informed, Trauma Sensitive Practice across all stages.



Health and wellbeing

Continuing to work towards GOLD Rights Respecting Schools re-accreditation and improve awareness and understanding of all aspects of Rights, Equalities and Sustainability for all stakeholders.

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

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 interventions, as appropriate.

Maintain a continued focus on Cost of the School Day in session 2024-2025 and introduce a Cost of the School Day policy.

Continue to ensure stakeholder consultation and use of 5% of Pupil Equity Funding (Participatory Budgeting) has a positive impact on pupils' wellbeing and access to learning experiences.



Equity and Excellence



13. 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.

All primary schools run a Breakfast service from 8.15am to 8.45am with pupils being offered a selection of toast, cereal or fruit along with a cup of milk. In Mossneuk, parents and carers who wish their child to attend Breakfast Club can arrange this by contacting the school office.

For their lunch each day pupils have the option to choose from four meal options every day. These are all served with vegetables or side salad. All meals also come with fresh chilled drinking water, salad selection, 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 **£2.17**.

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 £796 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 £9,552 as assessed by the HM Revenues and Customs), Child Tax Credit Only (where your gross annual income does not exceed £19,995 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 to ensure anonymity is protected of children who receive free meals and we encourage all children to remain in school at lunch time.

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.

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. All clothing, footwear, packed lunch boxes/bags and water bottles should be clearly marked with the pupils' names.

When children are out of school on educational outings, school uniform is normally required, however, 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 events.

Allergies

Many children in our schools have allergies, and it is crucial for parents to keep the school informed about these conditions.

Health Care Plans

- Allergies can manifest at any time with symptoms ranging from mild to severe.
- Children with moderate to severe allergies often have a Health Care Plan from the NHS, detailing symptoms and interventions.
- Parents must share this plan with the school and provide updates as necessary.

Mild Symptoms

- Even without a Health Care Plan, parents should regularly update the school on any new triggers, medications, or actions required.

Employee Training

- School staff need to know your child's symptoms, treatments, and actions required to prevent exposure and minimise the risk of reactions.
- Employees receive training on allergies and will consult with parents and the NHS for any additional specialist training needed.

Policy Adherence

- In supporting children and young people with allergies, school staff will follow South Lanarkshire Council's Safe Systems of Work, risk assessment process, 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. If you are required to submit evidence of your Tax Credit income or your Universal Credit Statement, it is important that all pages of this evidence is submitted with 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's mainstream school transport policy provides transport for primary school pupils who live one mile or more from their catchment primary school by the shortest safe walking route.

The calculation on the measurement of distance from home to school is measured using a Geographical Information System (GIS), which is used for all measurements to ensure that Council Policy is consistently applied across the Authority.

[More details on school transport can be found at the following link including the online application form: https://www.southlanarkshire.gov.uk/info/200186/primary_school_information/545/school_transport](https://www.southlanarkshire.gov.uk/info/200186/primary_school_information/545/school_transport)

If you consider your child to be eligible you should complete the online application form. Forms should be submitted before the end of March for those pupils starting school in August to enable the appropriate arrangements to be made.

A privilege transport scheme is operated on mainstream school contracts where a pupil is not entitled to free school transport. Privilege Transport will only be provided where there is a space on an existing school contract and will be from and to designated pick-up and drop-off points. It will not be provided where a service bus is used on the school run. Any spare capacity will be allocated using agreed priorities.

A new application must be made each year.

More details on Privilege school transport may be found here:

https://www.southlanarkshire.gov.uk/info/200186/primary_school_information/784/privilege_transport_to_school

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.

Mainstream School Transport contact details:

e-mail: school_transport@southlanarkshire.gov.uk

tel: 0303 123 1023

Insurance for Pupils' Personal Effects

South Lanarkshire Council has noted an increase in claims for loss or damage to pupils' clothing and personal effects. Please be aware of the Council's insurance policy regarding pupils' personal items:

Theft/Loss of Personal Effects

- The Council is not responsible for the loss or theft of pupils' personal items, such as mobile phones or tablets. These items are brought to school at the pupil's and parents' own risk.
- To prevent loss, please avoid bringing valuable or unnecessarily expensive items to school.
- Staff members are instructed not to take custody of any personal items.
- This policy also applies to musical instruments and other equipment used for school activities. If such items are left at school, it is at the pupil's and parents' own risk.
- For valuable items like musical instruments, parents should ensure they are covered by their own household insurance.

Damage to Clothing

- The Council is only liable for damage to pupils' clothing if it is caused by the negligence of the Council or its employees. Claims for other reasons 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

14. 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).

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.

The Freedom of Information (Scotland) Act 2002

The Freedom of Information (Scotland) Act 2002 came into force on 1 January 2005 and gives a person the right to request information held by Scottish public authorities. The act refers to information held in a 'recordable' format and relates to information held within documents, not the documents themselves. Parents wishing to make a request for information under the terms of the Freedom of Information (Scotland) Act 2002 should submit their request in writing to:

Freedom of Information Officer
Education Resources
South Lanarkshire Council
Council Offices, Almada Street,
Hamilton, ML3 0AA

Or email: foi.request@southlanarkshire.gov.uk

Requests for information can also be submitted using the online form available from the South Lanarkshire Council website (Request it section) (www.southlanarkshire.gov.uk)

15. SCHOOL HOLIDAY DATES – 2024/2025 AND 2025/2026



Education Resources

School holiday Dates Session 2024/2025

Break	Holiday dates		
First Term	Teachers In-service	Monday	12 August 2024
	In-service day	Tuesday	13 August 2024
	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
	In-service day	Monday	11 November 2024
Christmas	Closed on	Monday	23 December 2024
	Re-open	Monday	6 January 2025
Second Term			
February break	Closed on	Monday & Tuesday	17 February 2025 18 February 2025
	In-service day	Wednesday	19 February 2025
Spring break/Easter	Closed on	Monday	7 April 2025
	Re-open	Tuesday	22 April 2025
Third Term			
	In-service day	Thursday	1 May 2025
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.



Education Resources

School holiday Dates Session 2025/2026

Break	Holiday dates		
First Term	<i>Teachers In-service</i>	<i>Tuesday</i>	<i>12 August 2025</i>
	<i>In-service day</i>	<i>Wednesday</i>	<i>13 August 2025</i>
	Pupils return	Thursday	14 August 2025
September Weekend	Closed on Re-open	Friday Tuesday	26 September 2025 29 September 2025
October Break	Closed on Re-open	Monday Monday	13 October 2025 17 October 2025
	<i>In-service day</i>	<i>Monday</i>	<i>10 November 2025</i>
Christmas	Closed on Re-open	Monday Monday	22 December 2025 5 January 2026
Second Term			
February break	Closed on	Monday & Tuesday	16 February 2026 17 February 2026
	<i>In-service day</i>	<i>Wednesday</i>	<i>18 February 2026</i>
Spring break/Easter	Closed on Re-open	Friday Monday	3 April 2026 20 April 2026
Third Term			
May Day	Closed	Monday	4 May 2026
	<i>In-service day **</i>	<i>Thursday</i>	<i>7 May 2026</i>
Local Holiday	Closed on Re-open	Friday & Monday Tuesday	22 May 2026 and 25 May 2026 26 May 2026
Summer break	Close on	Thursday	25 June 2026

Notes

- ◆ Good Friday falls on Friday, 3 April 2026
- ◆ **In-service day proposed to coincide with Scottish Parliamentary Election. Subject to change.
- ◆ *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, 19 December 2025 and Thursday, 3 April 2026)
- ◆ Schools will close at 1pm on the last day of term 3 Thursday, 25 June 2026

16. APPENDIX A

For a comprehensive list of useful information, please visit the Council's website:

http://www.southlanarkshire.gov.uk/info/200186/primary_school_information/1264/curriculum_for_excellence/3

Additional Information

- **Education Scotland's Communication Toolkit:** A resource for engaging with parents.
- **The Scottish Government Guide Principles of Inclusive Communications:** Offers information on communications and a self-assessment tool for public authorities.
- **Choosing a School: A Guide for Parents:** Provides information on choosing a school and the placing request system.
- **A Guide for Parents About School Attendance:** Explains parental responsibilities regarding 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

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 with an update on school inspection outcomes being available via the Education Scotland website.