



# Westerton Primary School

## Handbook 2025 - 2026



Be Kind



Be Happy



Believe in  
Yourself



Achieve  
Your Best



## East Dunbartonshire Council

[www.eastdunbarton.gov.uk](http://www.eastdunbarton.gov.uk)

Westerton Primary School

Crarae Avenue

Bearsden

G61 1HY



Tel: 0141 955 2261

Headteacher: Miss Turnbull

Email: [office@westerton.e-dunbarton.sch.uk](mailto:office@westerton.e-dunbarton.sch.uk)

Website: <http://www.westerton.e-dunbarton.sch.uk>



Dear families,

A heartfelt welcome to all parents and carers from the staff team here at Westerton Primary.

Nestled in the vibrant community of Westerton, Bearsden, our current school building has been an integral part of the neighbourhood since 1961. With a rich history and a commitment to excellence in teaching and learning, we strive to equip our pupils with the skills they need for a lifetime of learning.

As Headteacher, it is a privilege to lead a school where kindness and happiness are central to our school values. From the moment you step through our doors, you will encounter pupils who embody these virtues - enthusiastic, polite, and passionate about learning. Our aim is to provide a welcoming and inclusive environment where children not only excel academically but also learn to respect themselves and others.

Westerton Primary School is a bustling hive of activity, we encourage partnerships with parents and the wider community. With an active Parent Council and supportive PTA there is a wide range of social and fundraising events throughout the year, we welcome and value the involvement of parents in enriching their children's school experience.

Our broad and balanced curriculum, coupled with a focus on high standards and pupil-leadership opportunities, aims to empower pupils to become responsible citizens and develop skills for learning life and work.

Should you require further information or assistance, please do not hesitate to get in touch. I am confident that your child will thrive as a pupil here at Westerton Primary.

Warmest regards,

Miss Kate Turnbull  
Headteacher



## **Sections**

Section 1 - School Information

Section 2 - Parents, Pupils and the Community

Section 3 – School Ethos

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## SECTION 1 - SCHOOL INFORMATION

### CONTACT DETAILS

Westerton Primary School  
Crarae Avenue  
Bearsden  
G61 1HY

Telephone number: 0141 955 2261  
E-mail address: [office@westerton.e-dunbarton.sch.uk](mailto:office@westerton.e-dunbarton.sch.uk)  
Website: [www.westerton.e-dunbarton.sch.uk](http://www.westerton.e-dunbarton.sch.uk)

Parent Council - [westertonpc@gmail.com](mailto:westertonpc@gmail.com)  
Parent Teacher Association - [katy\\_allan@hotmail.com](mailto:katy_allan@hotmail.com)

### SCHOOL ROLL

The school is co-educational, non-denominational and takes pupils from Primary 1 to Primary 7. The present roll is 277 pupils arranged in 11 classes.

The planning capacity of the school is 404. The working capacity is 316. Parents should note that the working capacity of the school may vary, dependent upon the number of pupils at each stage and the way in which the classes are organised.

### SCHOOL HOURS

<b>Start time</b>	9.00am
<b>Break</b>	10.30am – 10.50am
<b>Lunch</b>	12.20pm – 1.00pm
<b>Finish time</b>	3.00pm

Pupils in Primary 1 attend school for full days from the start of term starting at 9.30 am and finishing at 2.30 pm for the first week.

All pupils have at least 2 hours of PE weekly. Teachers will notify children and parents about regular PE days at the start of the school year via Seesaw.

Our assemblies take place most Fridays. These vary between whole school assemblies and stage assemblies for P1-4/ P5-7. Parents are invited to special Class assemblies where children will showcase their learning on a particular theme, following which you will be invited back to class to share the children's learning.

**PLEASE NOTE: The use of the word 'parent' throughout this document refers to parents, carers and guardians, if not already stated.**

## SCHOOL HOLIDAYS

Teachers return (In-service day)	Tuesday 12 August
In-service day (teachers)	Wednesday 13 August
Pupils return	Thursday 14 August
September weekend	Friday 26 September to Monday 29 September
Pupils and Teachers return	Tuesday 30 September
In-service day (Teachers)	Friday 10 October
October break	Monday 13 October to Friday 17 October
Pupils and Teachers return	Monday 20 October
Last day of term	Friday 19 December
Christmas and New Year	Monday 22 December to Friday 2 January
Pupils and teachers return	Monday 5 January
February break	Monday 16 February to Tuesday 17 February
In-service day (Teachers)	Wednesday 18 February
Pupils return	Thursday 19 February
Last day of term	Thursday 2 April
Easter Break	Friday 3 April to Friday 17 April
Pupil and Teachers Return	Monday 20 April
May Day (closed)	Monday 4 May
Pupils and teachers return	Tuesday 5 May
Inservice Day (teachers only)	Thursday 7 May
Pupils return	Friday 8 May
May weekend	Friday 22 May to Monday 25 May
Pupils and teachers return	Tuesday 26 May
Last day of school	Thursday 25 June

Although this information is correct at time of printing, there could be changes affecting any of the matters dealt with in the document: a) before the commencement or during the course of the school year in question. b) in relation to subsequent school years. Please check [East Dunbartonshire's website](#).

## SCHOOL STAFF

Head Teacher	Miss Kate Turnbull
Depute Head Teacher	Mrs Deborah Hart
Principal Teacher	Mr David Campbell

### Class teachers 2025-26

P1B	Mrs Berry (ground floor of main building)
P1H	Mrs Henderson (ground floor of main building)
P2	Miss Moore (ground floor of main building)
P3	Ms Wood (ground floor of main building)
P3/4	Miss Burke & Mrs Grant (upstairs of main building)
P4	Mrs Macnab & Mrs Michie (upstairs in main building)
P5	Miss McNeill (huts)
P5/6	Mrs Archibald & Mrs Brown (upstairs in main building)
P6	Miss Crumlish (huts)
P7C	Miss Clarke & Mr Campbell (huts)
P7D	Ms Devlin (huts)

### Teacher planning time, support for learning and/or curriculum development

Mrs Hart –responsibility for the pastoral care for classes P1-P4 and ASN P1-7

Mr Campbell - responsibility for the pastoral care for classes P5-7

Mrs Taheny, Mrs Grant, Mrs McQueen, Mrs Olsen & Mrs Archibald

### Support Staff

Mrs Cumming	Administration Assistant
Miss Meek	Clerical Assistant
Mrs Cunningham	Classroom Assistant
Mrs Purdie	Classroom Assistant
Miss Gray	Support for Learning Assistant
Miss Gallagher	Support for Learning Assistant
Mrs Lee	Support for Learning Assistant
Mrs McMahan	Housekeeper
Mr White	Building Manager
Mrs Falconer	Catering Staff
Mrs Small	Catering Staff
Miss Cairns	Catering Staff
Miss Brown	School Support Coordinator
Mrs E Leitch	Strings tuition
Mr G Barclay	Percussion tuition
Mr A Douglas	Brass Tuition
Hayley Montgomery	Educational Psychologist

## ATTENDANCE AT SCHOOL

Scottish local authorities have the responsibility to review and revise their procedures for managing situations where children fail to attend their school/early years centre and no explanation for absence is received from their parents/carers. East Dunbartonshire Council recognises that under such circumstances, children may be vulnerable to harm and that timely steps must be taken to ensure that an absent child is safe and well.

Attendance must be recorded twice a day, morning, and afternoon. Each child's absence from school to be recorded in the school register as authorised i.e. approved by the authority, or unauthorised i.e. unexplained by the parent (truancy) or temporarily excluded from school.

Children missing from education are children and young people of compulsory school age who are not on a school roll and are not being educated otherwise (at home, privately or in an alternative provision). They have usually not attended school for a period of time.

Attendance must be recorded twice a day, morning, and afternoon. Each child's absence from school to be recorded in the school register as authorised i.e. approved by the authority, or unauthorised i.e. unexplained by the parent (truancy) or temporarily excluded from school.

The Scottish Government emphasises the need for schools to support attendance for all and create appropriate support for those who find attending school a challenge. Attendance is defined as the "participation in a programme of educational activities arranged and agreed by the school" (Included, Engaged and Involved: Part 1). Engaging in school and in learning is crucial to ensure that children and young people meet their full potential.

ATTENDANCE PERCENTAGE	NUMBER OF DAYS MISSED OVER AN ACADEMIC YEAR	FURTHER INFORMATION
95%	9 days	Attendance at or above this level gives a learner the best chance of success.
90%	19 days	Attendance at this level leads to less chance of success. Data shows that learners missing this much school could drop a whole grade in secondary.
80-85%	27-36 days	Attendance at this level has serious implications for learning and progress.

There are a key rights, duties and legal obligations in relation to attendance as outlined in [‘Included, Engaged and Involved \(Part 1\)’](#). These are set out below:

- All children and young people have a right to education; and education authorities have a duty to provide education.
- All children and young people have the right to get the support they need to benefit fully from their education and fulfil their potential.
- All children and young people need to be included, engaged and involved in their learning. Children and young people should be given opportunities to fully engage and participate in the life of their school, in order to encourage good attendance.
- Schools should actively engage with parents to try to ensure that any barriers to good attendance are removed.
- Schools and partners should work collaboratively to promote and support good attendance.
- The foundation for schools, learning establishments and education authorities is a focus on positive relationships and an inclusive ethos and culture that promotes good attendance. Attendance should not be considered in isolation.

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### **Un-notified Absence**

Parents/carers have the primary duty of care for their children. During school/centre hours (and during registered school/centre activities), schools/centres must take all reasonable steps to keep children safe from harm. The effective implementation of the procedures will require parents/carers and schools/centres to exercise their respective duty of care and to work in partnership to help to ensure that children are kept safe from harm.

In order to respond appropriately to an un-notified absence, it is important that parents/carers exercise their duty of care, by notifying the school/centre when their child will be absent and the reasons for this. Each session parents/carers will be required to notify their child’s school/centre of all absences.



## **Missing in Education**

Children missing from education are children and young people of compulsory school age who are not on a school roll and are not being educated otherwise (at home, privately or in an alternative provision). They have usually not attended school for a period of time.

Additional guidance is in place to ensure inter-agency collaboration, involving education services, social work, health services and the police to ensure the safety and educational development of the child. The process aligns with The Children Missing from Education (Scotland) Service in Scotland.

## **Family Holidays**

Every effort should be made to avoid family holidays during term time as this seriously disrupts a child's education and greatly reduces learning time. It should be noted that it not only has an adverse effect on a child while he/she is absent from school, but also leads to extended disruption to a child's education for a period of time when he/she returns to school after the family holiday. Family holidays will only be regarded as authorised absence where prior agreement from the school has been obtained and where it is judged the holiday is important to the wellbeing and cohesion of the family, following serious or terminal illness, bereavement, or other traumatic events.

Parents may request that their children be permitted to be absent from school to make an extended visit to relatives. This leave will be regarded the same as a family holiday but will be recorded separately from school holidays for attendance purposes. Requests should be made in writing detailing the destination and the duration.

Clearly with no explanation from the parents, the absence is unauthorised.

## **Information Regarding Exceptional Closures**

We make every effort to maintain a full educational service, but on some occasions circumstances arise which lead to disruption. Schools may be affected by, for example, severe weather, temporary interruption of transport, power failures or difficulties of fuel supply. In such cases we shall do all we can to let you know about the details of closure or re-opening. We shall keep you updated using the usual digital methods of communication used by the school i.e. email, Groupcall or social media. There will also be updates on the website [www.eastdunbarton.gov.uk](http://www.eastdunbarton.gov.uk)

### **(a) Parental Communication with School in Case of Emergency**

It is important that parents keep contact with the school to a minimum in the case of an emergency. When you telephone the school you will be asked for a contact

number and your message will be repeated back. Please ensure the pupil's name, class and/or teacher's name is given.

Please ensure that your child knows their home/pick up plan each day. If there are any changes to childcare arrangements, please inform the school before 2.30pm. This should only happen in exceptional circumstances.

## **COMMENTS, COMPLIMENTS AND COMPLAINTS PROCEDURE**

We are keen that you should be completely satisfied about your child's education and we encourage feedback on our services from parents and pupils. We are, therefore, interested in feedback of all kinds, whether it be comments, compliments, or complaints.

If you want to register a comment of any type about the school you can do this by writing, e-mailing, telephoning or making an appointment to see someone. All feedback is welcome and keeps us in touch.

If, in particular, you have a complaint about the school, please let us know. It is better that these things are shared openly and resolved fairly, rather than being allowed to damage the relationship between the family and the school. There will be no negative consequences arising from making a complaint and we will deal with the issue as confidentially as possible.

In relation to making a complaint:

Stage 1 – Frontline resolution, we will always try to resolve the complaint quickly and to the customer's satisfaction wherever we can. This resolution will be provided within five working days, unless there are exceptional circumstances.

Stage 2 – Investigation, if you are dissatisfied with the decision at stage 1, the complaint will be investigated, acknowledged in three working days and decision provided as soon as possible but within twenty working days.

If you are still unhappy after the further investigation and reply you can take the matter up with the Scottish Public Services Ombudsman (SPSO), our reply will include the contact details. You should also note that you have the right to raise unresolved concerns with your local councillors, MSP or MP.

## SECTION 2 – PARENTAL ENGAGEMENT IN SCHOOL

### PARENTS WELCOME

All East Dunbartonshire Council schools welcome parental involvement as research has shown that when parents are involved children do better in school.



Parent Meetings are held twice a year, November and March. These are times when it is possible to have a helpful talk with the teacher to discuss progress made by pupils and exchange information. If any problems should arise at any time parents are welcome to telephone the school to make an appointment to see a member of the Senior Leadership Team or a member of staff.

Pupil reports are issued towards the end of each session giving a full comment on a pupil's progress in each curricular area including their strengths and development needs. A school newsletter is produced to keep you informed about everything that is happening in school. The newsletters are e-mailed to the children's main contact and are also available on the school website.

Our website aims to provide helpful advice, information and links to support children and parents. We use e-mail and Groupcall text messaging as our primary method of contacting parents and ask that you keep us up to date with any changes to either your e-mail address or mobile phone number. Class Teachers use Seesaw to share home learning, provide updates as well as to share pupil learning targets each term. We urge all parents to sign up to Seesaw to connect you with your child's learning and their teacher.

We make every effort to be an 'open' school with direct and easy access for continuous engagement. Throughout the year we invite parents in to attend learning events, class assemblies, school shows and a host of other focused events. Our Westerton Newsletter Sway is emailed regularly to parents to provide updates, school news and dates for the diary. As part of our commitment to transparency and accessibility, we encourage parents to contact the school office via phone call or email as the initial point of contact.

### Parent Council

Parent Councils are the formal representative body for parents / carers with children attending school. Parent Councils are different in each school to enable them to meet the needs of parents / carers locally.

Parents are welcomed to be:

- involved and engaged with their child's education and learning
- be active participants in the life of the school
- express their views on school education generally and work in partnership with their child's school



All parents / carers are automatically members of the Parent Forum at their child's school. As a member of the Parent Forum all parents can expect to –

- receive information about the school and its activities
- hear about what partnership with parents means in our school
- be invited to be involved in ways and times that suit you
- identify issues you want the parent council to work on with the school
- be asked your opinion by the parent council on issues relating to the school and the education it provides
- work in partnership with staff
- enjoy taking part in the life of the school in whatever way possible

The Parent Forum decides how their representatives on the Parent Council are chosen and how the Parent Council operates. Parents / carers are encouraged to volunteer or put themselves forward to be chosen as representatives of the Parent Council if they wish.

The main aims of the Parent Council are:

- To support the school in its work with pupils
- To represent the views of parents
- To promote contact between the school, parents, pupils, providers of Early Learning and Childcare education (if applicable) and the community
- To report to the Parent Forum
- To be involved in the appointment of senior promoted staff.
- To raise funds for the school for the benefit of pupils (in some schools the PTA fulfils this role).

### **Westerton Primary School Parent Council Chair:**

Chair - Linn Olsen

Email your interests and questions to:

Parent Council - [westertonpc@gmail.com](mailto:westertonpc@gmail.com)

Kate Turnbull, the Head Teacher (or in her absence her depute) has the right and the duty to attend all meetings of the Parent Council.

Parent Council information and Parent Council Constitution can be found on our website:

<http://www.westerton.e-dunbarton.sch.uk/parents-info/parent-council/>

For more information on parental involvement or to find out about parents as partners in their children's learning, please contact the school or visit the Parentzone website at [www.education.gov.scot/parentzone](http://www.education.gov.scot/parentzone).

### **PTA**

The PTA is mainly responsible for arranging events for parents and raising funds for the school. Volunteers are welcome - please contact the PTA if you want to join in. Our PTA Chair is Katy Allan. All correspondence to the PTA should be directed to :



Parent Teacher Association - [katy\\_allan@hotmail.com](mailto:katy_allan@hotmail.com)

The Scottish Parent Teacher Council (now known as Connect) is the national organisation for PTAs in Scotland and runs an independent helpline service for all parents. They can be contacted by phone on 0131 474 6199, or email on [info@connect.scot](mailto:info@connect.scot) or write to Connect, Mansfield Traquair Centre, 15 Mansfield Place, Edinburgh EH3 6BB.

### **Pupil Leadership**

Our school places significant emphasis on the importance of pupil voice and upholding the rights of the child. Each class, from P1 to P7, appoints a representative to serve on the Junior Leadership Team. This team meets to discuss a wide range of issues pertaining to school life, actively involving pupils in decision-making processes and facilitating the implementation of improvements identified in the pupil improvement plan. Additionally, there are numerous pupil leadership opportunities available, including roles such as Junior Leadership Team, House Captains, Digital Leaders, Young STEM Leaders, Sports Committee, Junior Road Safety Officers, Food and Fair Trade, and Eco Committee. All classes have monthly class meetings to discuss issues and to generate ideas for school improvement.

### SECTION 3 - SCHOOL ETHOS

Westerton Primary School is an integral part of the local community. We have close links with local organisations, businesses, Westerton Fairlie Parish Church and where possible our aim is to work in partnership with the wider community.

### OUR VISION, VALUES AND AIMS



## WESTERTON PRIMARY SCHOOL

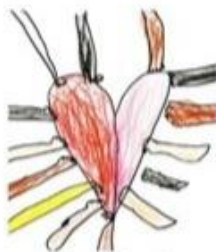


### Our School Vision

Together, we create a safe, happy and nurturing environment where every child grows, learns and thrives.

### Our Values

Be kind, be happy, believe in yourself, and achieve your best.



Be Kind



Be Happy



Believe in  
Yourself



Achieve  
Your Best

### Our Aims

To be a welcoming and inclusive community where every child feels valued, supported and inspired to learn. To promote teamwork, celebrate diversity, encourage responsibility, and uphold children's rights in all aspects of school life.

### OUR BEHAVIOUR EXPECTATIONS

Be Ready

Be Safe

Be Respectful

## EQUAL OPPORTUNITIES FOR ALL

In East Dunbartonshire, all children and young people are entitled to participate fully in a learning community which promotes equality of opportunity and seeks to protect against all forms of discrimination.

The school believes that pupils and staff have the right to learn in a caring and safe environment. Staff will not tolerate any behaviour or attitudes which lead to staff and pupils being humiliated or harmed because of their age, disability, gender reassignment, marriage and civil partnership, [pregnancy and maternity, race, religion or belief, sex and sexual orientation.

The General Equality Duty was created by the Equality Act (2010) and replaces the race, disability, and gender equality duties. The duty came into force in April 2011 and covers age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion, or belief, sex, and sexual orientation.

The school is committed to the requirements of the Equality Act (2010) and as such we will have due regard to the need to:

Eliminate discrimination, harassment and victimisation.

Advance equality of opportunity between children and young people who share a characteristic and those who do not.

Foster good relations between different groups.

The school will take cognisance of the Equality and Human Rights Commission's 'Technical guidance for schools in Scotland' in the development of its policy and practice.

[Technical guidance for schools in Scotland / EHRC \(equalityhumanrights.com\)](http://equalityhumanrights.com)

### **Development of Pupils' Spiritual, Moral, Cultural and Social Values**

The school is committed to supporting the development of its pupils as whole people and as a result, wishes to encourage their development in spiritual, moral, social, and cultural terms.

These key human aspects of learning are supported through the following arrangements by:-

- Creating a school ethos which, in every way possible, gives value to these aspects of development, especially by providing an overall atmosphere that is both caring and challenging and which provides opportunities for the development of personal responsibility.
- Promoting social and moral learning through the way in which disciplinary issues are handled.
- Ensuring that staff and adults within the school provide positive models for pupils.
- Arranging regular gatherings of the school as a community and using such occasions to encourage and reinforce the values on which the school is based.



- Enriching the curriculum in all appropriate areas with an emphasis on spiritual, moral, social and cultural development.
- Providing opportunities within the curriculum to advance personal and social development.
- Providing a programme of religious education in which consideration will be given to responses to basic questions relating to the meaning, value and purpose of human life.
- Providing a programme of moral education.
- Taking every appropriate opportunity to acknowledge, value and appreciate the various cultures and heritage of the pupils and to encourage them to appreciate and value the cultures and heritage of others.

### **Child Poverty**

The impact of poverty can have a significant effect on children's achievement and attainment.

The Cost of the School Day is a national policy to help raise awareness of the financial barriers families with low income can face and how that can negatively impact on children and young people, especially with regards to their mental health and wellbeing.

In school, supports are in place to ensure barriers to accessing learning are removed and equitable access is in place for all, regardless of their family or carer's financial background. If you have specific concerns, please contact the school to discuss as there are ways in which support can be provided.

For example:

School uniform recycle

Assistance with trips/outings

Festivals and fundraising events

### **The Promise**

East Dunbartonshire Council is committed to keeping The Promise and supporting our care experienced learners. The findings of The Independent Care Review (The Promise 2020) and documents produced by The Promise Scotland, including Plan 21-24, Change Programme 1, and Plan 24-30 including individual service briefings, have helped to inform the current plan and can be viewed here <https://thepromise.scot> It is crucial that, in order for The Promise to be kept, the calls to action as outlined within The Promise underpin all existing and future plans of support for children, young people and families within East Dunbartonshire.



### **UNCRC**

East Dunbartonshire Council is committed to developing rights-based approaches in all education establishments. A rights-based approach ensures the articles of the convention



underpin the ethos of the organisation and all policy and practice is developed under consideration of the United Nations Convention on the Rights of the Child (UNCRC).

Implementation of the UNCRC July 2024, ensures children and young people's rights are integral to every aspect of decision making, policy and practice in our schools and early years centres. Our pupil forum My Voice My Choice has members from all schools ranging from P6 to S4 year groups. Rights Respecting School Awards are undertaken by all our schools, which encompasses the entire school community.

**We aim to:**

- Ensure all schools and early years centres have clear guidance on children's rights; what they are and how they will be embedded in the life of the school/centre
- Support establishments working with children and young people to develop a positive and inclusive ethos and culture
- Ensure provision of information, training, advice and support to those working with children and young people as well as their parents or carers
- Provide leadership and ensure accountability through systematic monitoring and review of data
- Support effective partnership working across agencies to further the rights and wellbeing of children and young people

**Promoting Positive Relationships, Behaviour and Learning in Education**

In East Dunbartonshire's schools' the development of relationships and skilled support for children and young people to manage their behaviour is essential. The whole school community endeavours to create a caring, nurturing, optimum learning environment, which promotes creativity, whereby everyone feels empowered, supported, and loved.

This is a clear framework which can be used and adapted to support Relationships Policies in all schools and educational establishments.

East Dunbartonshire Council (EDC) is committed to providing a culture in the school community where all stakeholders including children, staff and parents feel included, respected, safe and secure and where their achievements and contributions are valued and celebrated. Positive relationships should be encouraged and present throughout the whole school community where children and young people are involved meaningfully in decisions which affect them.

**We aim to:**

- Develop a shared vocabulary to reflect the language of inclusion.
- Develop the curriculum within an optimum learning environment which promotes creativity and flexibility to meet the needs of all. (Learning and Teaching Policy at school level and CIRCLE)

- Co-create and develop a culture and individualised approach to dysregulation, co-regulation, and self-regulation where everyone feels safe, respected, and listened to.
- Develop a school ethos, culture, expectation, and understanding of consequences that should be relevant and appropriate for the learner. This would include aspects of their behaviour and those impacted (positively or negatively) which will be created and consulted on by all stakeholders.



To provide professional learning and development opportunities to the whole school community to build trusting relationships which support respect, confidence, and safety in our educational settings.

At Westerton, we encourage good attitudes to schoolwork and behaviour through our House Points System. Children gain points for displaying the school rules and values. Teachers use group and/or individual points systems within their classes as well as circle time to encourage children to consider how their behaviour affects other children and staff in their class and the school. Children who have been well behaved or who have worked hard are often sent to share their news with the senior leadership team or other teachers, who praise them for their efforts which helps reinforce the message that 'it's great to be good and do good work'.

When children's behaviour falls below our expectations, we encourage improvement by supporting the child to make better choices. All staff are trained in nurturing approaches and follow up restorative practices to aid self-reflection and effect changes in behaviour.

We encourage children to show respect for others and to think before they act. We are pleased to have the support of our children's parents in helping to promote good attitudes to schoolwork and behaviour. Any allegations of bullying whether from staff, pupils or parents, should be reported to the Head Teacher who will deploy the senior leadership team to carry out an investigation, following East Dunbartonshire guidelines as outlined in our anti-bullying policy. If you have any concerns about your child, please contact the school to speak to us, because if we work together most problems can easily be resolved.

### **Anti-Weapon/Knife Crime**

Anti-Weapon/Knife Crime in Schools Guidance was produced in 2017 to provide guidance to schools and their communities and support staff in managing pupils in possession of offensive weapons, or those suspected of possession. This guidance can be found on East Dunbartonshire's website.

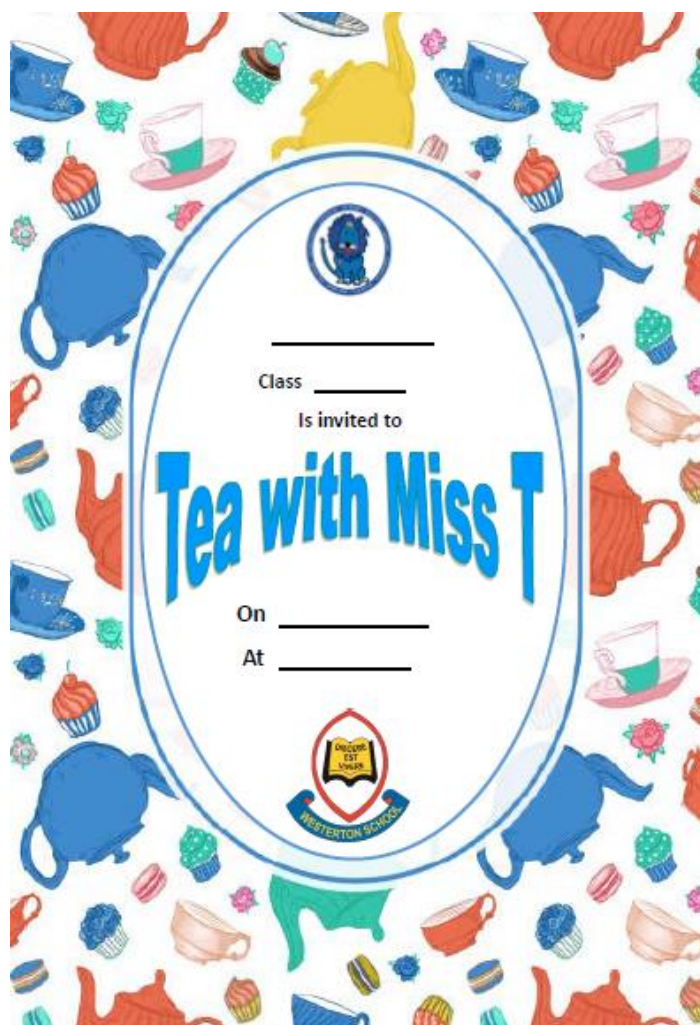
### **Anti- Bullying and Promoting Positive Behaviour**

At Westerton we promote respectful relationships as outlined in our Behaviour Blueprint and our anti-bullying promoting positive behaviour policy. We are grateful to our families who work in partnership with the school to encourage high standards of behaviour.

Our anti-bullying policy can be found on the school website:

<http://www.westerton.e-dunbarton.sch.uk/school-info/policies/>

An assortment of certificates are presented in assembly to pupils in recognition of good behaviour and to celebrate successes and achievements.





# Westerton Primary School Behaviour Blueprint

*You can't teach children to behave better by making them feel worse. When children feel better, they behave better.*



## OUR VALUES

Be kind, be happy, believe  
in yourself and achieve  
your best.

## OUR SCHOOL VISION:

Together, we create a safe, happy and  
nurturing environment where every child  
grows, learns and thrives.

## OUR EXPECTATIONS

Ready  
Respectful  
Safe

## Visible Consistencies

- Daily meet and greet
- Wonderful Westerton Walking
- Lovely Lines

## Visible Adult Consistencies

- All adults at Westerton are calm, considered and controlled at all times.
- We are relentlessly positive with high expectations of all.
- We build trusting relationships by catching children being the best they can be.
- We have clear routines to ensure that our children feel safe.

These include:

- Greeting the children when they enter the classroom each day.
- We have clear expectations for lining up/transitions.

## Sanctions

### PIP and RIP

Praise In Public. Reprimand In Private.

### Caution

Consequences outlined  
(delivered discreetly)

### Last Chance

Pupil taken aside for a 30 second  
conversation using suggested script.

### Cool Off

Short time-out to reflect on behaviour.

### Repair the Situation

Restorative meeting between pupil  
and staff member at agreed time  
(break/lunch asap)

### DHT/PT

Restorative meeting with DHT/PT.  
Home contacted if applicable.

### Escalation

Parent/carer meeting or home  
contacted again by HT as required.

## Suggested Script

I have noticed that you are... (distracted, wandering about, chatting etc.)  
It was the rule about being... (ready, respectful, safe) that you have ignored.  
Today I need to see you as you were when... (refer to a time when pupil was engaged, polite, cooperative etc. – as appropriate)  
You can choose to... (settle to work, move to an agreed seat, focus) or you will move to a time-out.  
Thank you for... (listening or other appropriate term)

## Restorative Questions

### Step 1

#### THE FACTS

What happened?

What were you thinking/feeling at the time?

### Step 2

#### THE CONSEQUENCES

Who has been affected and how?

What have you thought since?

### Step 3

#### THE FUTURE

How can we make sure this does not happen again?

## Over and Above

- Verbal praise and recognition
- Note or phone call home
- Invited to Tea with Miss T
- Golden tickets
- House points
- Wider achievement awards
- Achievement certificates
- Seesaw acknowledgement

## Rights Respecting

- Article 12 - right to be heard
- Article 2 - right to non-discrimination
- Article 28 - right to education
- Article 19 & 37 - right to dignity and protection from harm
- Article 6 - right to development
- Article 31 - right to rest, play and participation

## SECTION 4 - CURRICULUM

The values, purposes and principles of the 3-18 curriculum in Scotland are set out in A Curriculum for Excellence. The curriculum aims to support children and young people to maximise their potential across four capacities to become successful learners, confident individuals, responsible citizens and effective contributors.

Curriculum for Excellence develops skills for learning, life and work, bringing real life into the classroom, making learning relevant and helping young people apply lessons to their life beyond the classroom. It links knowledge in one subject area to another, helping children to make connections in their learning. It develops skills that can enable children to think for themselves, make sound judgements, challenge, enquire and find solutions.

Curriculum for Excellence balances the importance of knowledge and skills. Every child is entitled to a broad and deep general education, whatever their level and ability. All teachers are responsible for the development of literacy, numeracy and health and wellbeing.

The curriculum at Westerton Primary School is planned to give depth and coherence, which will encourage progression in all areas of learning. It seeks to provide relevance to the world the children live in and provide opportunities for personalisation and choice to our learners. Child led learning through play and pupil enquiry offers challenge and enjoyment to our pupils. We have a strong focus on outdoor learning and make good use of our school grounds and woodland area.

### Curriculum Design

At Westerton, we have worked collaboratively to design our curriculum and our rationale which underpins our key values for learning and the development of the whole child. We have an interdisciplinary approach to learning embracing opportunities to plan learning experiences within a context. By linking learning to real life contexts children can apply

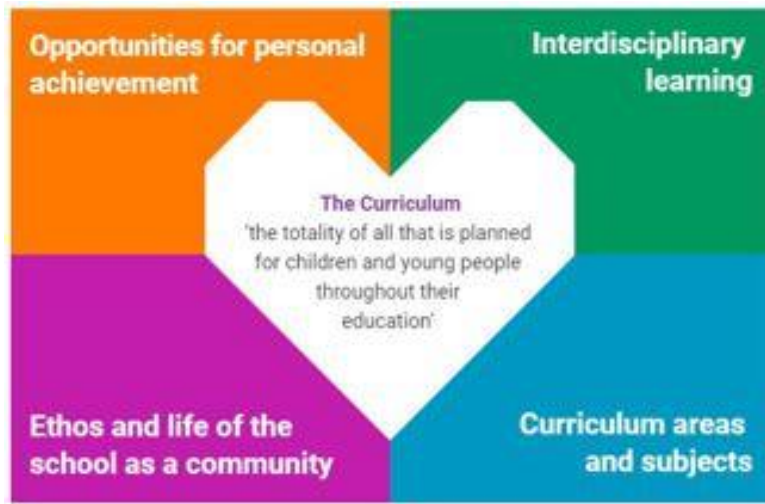
their skills in literacy, numeracy and health and wellbeing to all areas of the curriculum. We work in partnership with parents and the wider community to ensure pupils benefit from opportunities and expertise to develop skills for learning, life and work. Where possible teachers plan for learning outdoors and integrate digital technology in lessons.





The Curriculum encompasses learning through:

- the ethos and life of the school
- curriculum areas
- interdisciplinary projects and studies
- opportunities for personal achievement



### **The Curricular areas:**

Curriculum Areas

Expressive Arts – Art & Design, Drama, Dance and Music

Health and Wellbeing

Literacy & English

Numeracy & Mathematics

Religious and Moral Education (RME)

Sciences

Social Studies

Technologies

All teachers have a responsibility to promote Health and Wellbeing and develop skills of Numeracy and Literacy in all curricular areas.

All pupils in Westerton Primary School strive to fulfil the four capacities within 'A Curriculum for Excellence'. Certificates for a wide variety of achievements are awarded by teachers and other staff and presented at assemblies to pupils who have shown themselves to be striving in that area.

You can read more about Curriculum for Excellence of the Education Scotland website.

<https://education.gov.scot/curriculum-for-excellence/>

### **Health & Wellbeing**

We recognise that good health and wellbeing is central to effective learning and preparation for successful independent learning. Our main goal is to provide a positive

ethos and encourage participation in activities which promote a healthy lifestyle. We work hard to develop anti-bullying and anti-discriminatory approaches and ensure all children get the best individual support and pastoral care we can provide. A programme to support all areas of health and wellbeing has been developed. Parents will be notified before sensitive aspects of learning eg. Relationships, Sexual Health and Parenthood.

Our Health and wellbeing programme aims to enable pupils to make positive life choices and gives them the knowledge and skills to live confident, healthy, independent lives.

## **Literacy & English**

**Reading:** Literacy is fundamental to all areas of learning. The Literacy and English framework promotes the development of critical and creative thinking as well as competence in listening and talking, reading, writing and the personal, interpersonal and team working skills which are so important in life and the world of work.

In the earliest stages of learning to read, 'Phonics', the sounding of the letters, is taught using a multi-sensory approach. The focus is on phonological awareness, which builds upon nursery rhymes learned by children before they start school. The structured programme used in Westerton focuses on a synthetic and balanced approach to the teaching of phonics. Resources are used to develop thinking skills and knowledge about rhyme. Most of this work is done orally and aurally, both within and outwith the contexts of the class or group reading lessons.

Reading for enjoyment is encouraged at every stage of the school. Each class has a library containing an interesting and varied supply of fiction and non-fiction texts with reading material including non-fiction, plays, graphic novels, etc.

Reading skills are developed and used across all curricular areas. We have a wide range of fiction and nonfiction texts used to support literacy development. Infant classes use phonics readers, Storyworlds, Oxford Reading Tree texts, etc to help support their reading development. In P4-7, children further develop and apply reading skills, work collaboratively to explore class novels. They are taught to develop more complex features of texts, using comprehension strategies to find and analyse information, examine the writer's message and study features of language. Pupils are encouraged to draw on a wide variety of genres of literature in order to help them understand and appreciate a diversity of reading material.

At home you can help your child enjoy reading, improve his/her vocabulary and develop a greater understanding by –

- Taking time to read to/with younger children. Talk to your child and share ideas, opinions and predictions as you read.
- Chat to more independent/older children about what they are reading; discuss events and pictures in their stories.
- Ask your child:

‘Why do you think that happened?’

‘How do you think he/she felt when that happened?’

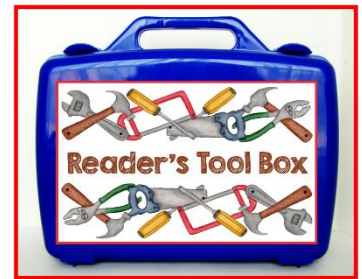
‘What sort of person is .....?’

‘What would happen if .....?’

‘What is the main part of the story?’

‘Does this story tell us anything about what we should or shouldn’t do?’ etc.

- Be a reading role model; let your children see you reading and chat to them about your favourite genres of books.
- Join the local library to increase your choice of books, both physical and online.



**Writing:** Children are taught to write across a variety of genres, looking at the specific features of the genres taught and building upon these each year.

The genres of writing taught include:

- Personal
- Procedural
- Imaginative
- Recounts
- Persuasive
- Report

The content is important in all writing tasks but emphasis is also placed on punctuation, structure, grammar, spelling handwriting and presentation of written work in the final draft.

The development of writing is enhanced by programmes of study in phonics, spelling, grammar, punctuation, structure and handwriting. Writing skills are used across all curricular areas to allow application in real and relevant contexts.

Pupils are encouraged to present their work attractively and examples of written work can be seen throughout the school. Some pieces of written work are re-drafted by pupils allowing their final draft to be a well presented, polished piece of writing. Pupils may also have the opportunity to use technology to present their writing.

Children with literacy differences may find it useful to use technology to support them with writing. We use a range of applications Word processing, Dictate to help support writing, especially in extended pieces of work.

**Talking & Listening:** This is a very important part of children’s learning and is taught throughout the curriculum. Our aim is to develop children’s skills in talking & listening through activities which encourage children to listen for instructions and information through the language of conversation to the written language of books. All children are encouraged to be clear, fluent and confident speakers and have the opportunity to display their skills at assemblies, in class activities and in role-play situations.



**Modern Languages:** A structured programme is followed by all pupils in line with the Scottish Governments 1 + 2 approach to Modern Languages. The approach encourages spoken language and includes a number of activities, songs and games designed to develop confidence in spoken language with learning being part of everyday life in the classroom. French is taught from Primary 1 and for some classes primary 5 upwards, Spanish is taught. The Scots language is studied by all our pupils in January as we focus on our Scottish Celebration Assembly. Throughout the year many classes will further enhance language learning when they are learning about geography and history.

### **Numeracy & Mathematics**

Numeracy and mathematics is important in our everyday life, allowing us to make sense of the world around us and to manage our lives. It equips up with the skills we need to interpret and analyse information, simplify and solve problems assess risk and make informed decisions.

Children study the four operations of addition, subtraction, multiplication and division, as well as developing problem-solving and practical skills and knowledge. Oral and mental maths have a significant role to play in developing mental agility and to this end, some time is spent of this area of maths in each class on a daily basis, allowing for interactive learning.

Children learn different aspects of:

- number, money and measure
- shape, position and movement
- information handling

### **Inter Disciplinary Learning**

Interdisciplinary learning is an important element within Curriculum for Excellence and is the approach we use to teach many of our other curricular areas such as Science and Social Studies. Pupil voice within learning is of high importance, classes are involved in selecting areas of interest, which teachers will then plan for ensuring experiences, and outcomes are covered for each appropriate level. This enables our teachers and children to make connections across the learning through exploring relevant links across the curriculum. It supports the use and application of what has been taught and learned in new and different ways and provides opportunities for deepening learning, for example through answering big questions, exploring an issue, solving problems or completing a theme or project.

### **Religious and Moral Education**

Our RME programmes of study is designed to help learners understand religious diversity, develop respect for others, and explore their own values and beliefs. RME outcomes are structured around beliefs, values and issues, and practices and traditions and they teach children about Christianity or other world religions.

The school has a strong link with Westerton Fairlie Memorial Parish Church who may support us in teaching Christianity and special school assemblies. We would be happy to discuss arrangements to provide religious education and observance for children from non-Christian religious groups.

**Religious Instruction and Observance** - Parents who wish to exercise their right to withdraw their child from religious instruction and / or observance should contact the Head Teacher, in writing, and alternative arrangements will be made for your child.

Parents from minority and minority ethnic religious communities may request that their children be permitted to be absent from school in order to celebrate recognised religious events. Only written requests detailing the proposed arrangements will be considered. Appropriate requests will be granted on not more than three occasions in any one session and the pupil noted as an authorised absentee in the register. The school will provide several opportunities for religious observance in a school year, in addition to traditional celebrations central to the life of the school community.

## **Sciences**

Through learning in the Sciences, children develop their interest in, and understanding of, the living, material and physical world. They engage in a wide range of collaborative investigative tasks, which allows them to develop important skills to become creative, inventive and enterprising adults in a world where the skills and knowledge of the sciences are needed across all sectors of the economy.

Children develop understanding and increase knowledge of:

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



## **Social Studies**

Through Social Studies, children develop their understanding of the world by learning about other people and their values, in different times, places and circumstances. They also develop their understanding of their environment and how it has been shaped.

## **Technologies**

This provides scope for developing technological skills, knowledge, understanding and attributes through creative, practical and work-related activities.

The key areas covered are:

- Technological developments in society
- ICT to enhance learning

- Business
- Computing science
- Food & textiles
- Craft, design, engineering & graphics

## **Digital Technologies**

Pupils develop their digital skills from Primary One. Classes have timetabled slots to access our fully resourced ICT suite and there are also desktops, laptops and/or iPad to integrate ICT within the classroom along with interactive whiteboards to enhance learning and teaching across all curricular areas.

Children use digital technologies to support and enhance their learning in all curricular areas. Examples of this include the use of online texts for reading, maths games to practice skills, presentations on various topics, coding to enhance problem solving and critical thinking skills and digital quizzes to assess knowledge and gain pupil opinion.

Before children can access the internet parents will be asked to sign an agreement about their child's use of the internet. All access to the internet by school staff and pupils is restricted and monitored by East Dunbartonshire Council.

All pupils have access the Scottish Schools Digital Network (GLOW) in school and at home. Digital skills are also developed and showcased through Seesaw.

## **Expressive Arts**

Expressive Arts encompasses four main subject areas: Art and Design, Dance, Drama, and Music. These subjects are designed to develop creativity, artistic skills, and personal expression in learners.

### **Art & Design**

Through art and design, children are encouraged to express themselves visually and to appreciate and enjoy their own and the work of other artists. Their imagination is stimulated through various media such as music, poetry and the work of famous artists. All children are encouraged to develop their creative talents and knowledge of the visual elements through participating in activities, which include the use of different materials such as paint, collage work, fabric, plasticine and clay.

### **Drama**

Children, from their earliest years use imaginative play to explore, order and make sense of themselves and the world about them. Drama extends and builds on this natural process and helps to build confidence and self-esteem. To help develop a range of dramatic techniques and skills, children have the opportunity to role-play, improvise, use movement, mime and sound to express their own and others' ideas. The opportunity to develop these

skills often arises through other curricular areas and in Westerton these may be linked to social studies and language work.



### **Dance**

A variety of dance skills are taught. Pupils learn dance as part of their Physical Education programme. We use expressive dance, social dance and dance from other cultures to develop a range of skills in this area. Pupils also learn Scottish Country Dancing.

### **Music**

Our aim in music is to develop a lasting interest in and enjoyment of musical skills. In Westerton, all children have the chance to realise their potential, whatever their musical talents and abilities. Activities to encourage this may include listening and responding to music, making and inventing their own music by using instruments which are available in the school, and singing modern and traditional songs. East Dunbartonshire's peripatetic music specialists visit Westerton to offer musical instruction in violin, viola and trumpet.



### **Learning Through Play and Enquiry**

In Westerton Primary School, play is an important means of a child's educational development. Children learn best when they are interested and by actively participating in activities - by 'doing' and by 'finding out'. Play therefore motivates children for learning. It is the child's way of growing and learning, of coming to terms with life and discovering themselves and their environment. In the early stages play activities are designed to capture the attention and imagination of the children and to help them develop a wide range of skills which encourage good use of language and prepare children for other school subjects. The children learn to interact with each other and the teacher and develop social skills by listening, discussing, sharing, taking turns and considering others, at the same time early reading, writing and counting skills are developed. Learning through practical activities structured by the teacher continues throughout your child's primary education. As children

progress through the school they start to develop skills in pupil enquiry, using an investigative approach to various areas of the curriculum and developing their skills in leading their own learning. They will make choices about what and how to learn, developing skills for life-long learning.

# Principles of effective learning through play and enquiry



## A clear shared vision

### As a child...

- I experience high quality learning through play and enquiry at all stages of my education.
- I learn by collaborating with others; including adults in my setting, my family and other children.

### As adults...

- we understand the importance of learning through play and enquiry and share this with our families and community.
- we adopt a whole school approach that ensures all children benefit from effective pedagogy.

## Enabling environments

- I experience joy and delight in my learning.
- I can make choices and be independent in my learning.
- I have opportunities to learn in lots of interesting spaces in my school and community, indoors and out.

- we have autonomy to develop our learning spaces to meet the needs of our particular learners.
- we share the ownership of our learning space with our learners.
- we ensure that our continuous provision supports children's learning and provides increasing complexity and challenge.

## Skilled and knowledgeable practitioners

- My learning experiences build on my interests, skills and talents and help me to make progress.
- My teacher knows me well as a learner and values my ideas.
- I have lots of opportunities to try things out, take risks and solve problems.
- I know that making mistakes is an important part of learning.
- I am encouraged to be curious and creative and explore new ideas.

- we are **reflective** and open to new ways of thinking about learning.
- we consider and plan for children's needs and **transitions** at each stage of their development.
- we try things out, **evaluating** our practice and learning from our mistakes.
- we use a mix of **responsive** and **intentional** planning to ensure learning experiences are relevant and meaningful to our learners.
- we understand the power of **observation** and prioritise time for this.
- we use skilful **interactions**, to extend children's thinking.
- we use effective formative **assessment** strategies and use the data to provide **challenge** and support our learners.



1 image source: <https://learningthroughplay.com/explore-the-research/the-neuroscience-of-learning-through-play/>

version 2.0

GLASGOW CITY REGION Education

<https://www.westpartnership.co.uk/effective-learning/>

## HOME LEARNING

East Dunbartonshire Council Education Service's Parental Engagement Strategy recommends that, 'in the primary stages, homework has a family learning approach rather than routine, rote tasks.' stating that 'Maximising children's learning is best facilitated by parents engaging in learning activities in the home, in tandem with similar critical instructions being received at school.' (Crosnoe 2012)

Homework/Family Learning varies from stage to stage depending on the ability of the child. Some homework will be requested by teachers, e.g. spelling practice / reading practice and should be completed, where possible. Where a child has found a particular concept more challenging and some additional home learning would be beneficial then the teacher will provide some targeted home learning to assist. Homework may include reading; number work and/or spelling relating to work in class, or seeking information for projects and discussion. Teachers may also give options for family learning related to termly topics.

At Westerton Primary School, we strive to reach the right balance for our families and aim to set relevant and manageable home learning tasks in literacy and numeracy. At Westerton Primary School, homework is issued weekly via Seesaw. Completion of homework is voluntary which empowers parents to make the choices right for their child. Homework jotters may be supplied if requested and should be returned via Seesaw.

Parents are encouraged to play an active role in their child's education in the partnership with the school. We are always grateful for the assistance of parents in school activities, so if you have any skills you can share with us, please do not hesitate to let us know and come and visit us.

### Seesaw

To update and inform parents about what their child is learning in school we use an online platform called Seesaw. This allows us to share what is going on in class/school and includes snapshots of children's work in literacy, maths, and other areas of the curriculum. Pupils share their termly learning targets on Seesaw and upload evidence of meeting their targets in real time. Teachers aim to provide a weekly update for parents through Seesaw and learning targets are shared termly. Parents are encouraged to leave positive comments on their child's profile/work on Seesaw. This platform should not be used to communicate with the teacher. All correspondence should come via the office either by email or telephone.



During the school session there are many and varied activities and meetings to which parents are most welcome

- Class assemblies
- P1 induction
- Nativity



- Parent workshops /information evenings
- Meet the teacher
- Class trips/visits
- Discos/dances
- Christmas Fayre
- Parents' evenings

## EXTRA CURRICULAR ACTIVITIES

Throughout the year children have a number of educational trips and visits to complement their studies in class. Visits are planned in advance and we always take particular care when risk assessing venues. Parents are informed, in advance and in writing, of the full details of any trips or extra-curricular activities. Consent/medical forms are issued along with this information should you have any concerns about a trip please do not hesitate to contact the school. We ensure we meet the needs of all pupils with any additional support needs to ensure they can participate in trips and clubs.

There are many opportunities throughout the school year for our children to participate in a wide range of interests, e.g. Sports related activities, art and craft, forest schools, football, netball, choir, outings and visits, film shows, health education, visiting theatre groups. Our staff and partners are committed to providing activities or clubs, which take place after the school day or at lunchtime. These clubs run throughout the year in blocks for differing age groups. When these opportunities are available, we will contact you through email.

Do you have skills and some time you could volunteer? Could you run a small club for gardening, art, music, chess, skipping, and sewing? We would love to hear from you and would be happy to discuss anything you feel you could offer to widen pupils' experiences and interests. If you are willing to run a club or assist someone else who is running a club, please contact the school office.

**Adults who carry out extra-curricular activities must have a PVG – this is a simple process, which the school office will be happy to help you with.**

## EDUCATIONAL EXCURSIONS

Each year the Primary 7 group go on a residential week to an outdoor centre. This is an extremely popular trip, which enables pupils to build their confidence and skills in a number of outdoor activities. It is also a wonderful opportunity to develop friendships with one another.

We write to parents as early as possible to inform them of the proposed educational activities undertaken, as well as potential costs and any relevant housekeeping arrangements. We ask that if you plan to send your child on the residential excursion, that

you let us know of any potential concerns that may occur and attend any parent information evenings as they arise.

Parents are informed in writing of the full details before any excursion takes place that will include, for example, the financial costs and accommodation. Children are not permitted to take their mobile phone on excursions. In the event of an emergency, staff carry a mobile phone.

Educational excursions may be arranged throughout the year for all stages to enhance learning in school. You will be notified about these in advance.

Please ensure your child adheres to our mobile phone policy whilst on excursions, Mobile phones are not allowed to be taken on school trips.



Appennix 3 17  
Educational excursic



## SECTION 5 - ASSESSMENT AND REPORTING TO PARENTS

In classrooms, staff will be using improved ways of assessing children's learning taking account of national and local advice and guidance. Your child's progress will be reported to you so that you know how well your child is doing.

Assessment is an integral and essential part of learning and teaching. Westerton Primary School endeavours to ensure assessment always supports pupils' learning by focusing not only on outcomes achieved, but on the process of each child moving from where they are in their learning towards new, more advanced goals. Through assessment, teachers gather a range of evidence to help identify and plan the teaching input each pupil requires achieving their next steps in learning.

Staff plan assessment activities outset of medium-term planning and tasks are directly linked to the Experiences and Outcomes and intended learning. Staff also consider whether they are assessing breadth, challenge or application.

Pupil assessment is an important aspect of school life. The main aims being:

1. To diagnose any areas of difficulty and get appropriate help.
2. To provide information on pupils' progress.
3. To communicate progress to parents.

Teachers use a range of assessment strategies to gather evidence of pupils' attainment. Assessment is planned in each area of the curriculum throughout the year. In addition, pupils may be assessed using a variety of standardised reading, spelling and mathematical tests, depending on their stage. The results of assessment inform next steps in learning. If concerns arise from assessments the school will contact parents to work together to support learning.

We aim to use assessment in many ways:

- To recognise success and achievement
- To support learning
- To provide feedback to pupils and parents
- To encourage high expectations of all pupils
- To provide information to measure attainment throughout the school
- To provide evidence to inform the next steps in learning

If we feel a child has a particular difficulty, or capability, we may use an objective or diagnostic test to help us plan a suitable programme of work. The progress of each child will be carefully monitored and recorded. We will always contact you promptly if we have concerns about your child's learning.

## **Sharing the Learning**

Opportunities for parents to be welcomed into our school to 'Meet the Teacher' in September and then again to a 'sharing the learning' assembly and follow up class visit. There will be a curricular focus for each class and children will take an active role in shaping the assembly and organising the event.

## **Reporting Process**

Parents/Carers are given several opportunities during the school session to discuss their child's development at parent teacher meetings and an annual written report is sent home near the end of each academic session. Confidentiality of reports and records is respected and upheld. If you wish further information about your child's progress at any time of the year, please do not hesitate to contact myself.

## **Liaising with and Involving Parents in their Child's Education**

The Education Service is keen to ensure that it involves all parents appropriately and sensitively in their child's education. Under Education Law, "parents" include:

- Non-resident parents who are liable to maintain or have parental responsibilities in respect of a child;
- Carers who can be parents;
- Foster carers, relatives and friends who are caring for children under supervision arrangements;
- Close relatives, such as siblings or grandparents caring for children who are not "looked after and accommodated" by the local authority or are under home supervision (looked after) arrangements.

Everyone who is a "parent" (under Education Law) has the right to receive advice and information about their child's education and take part in activities.

The Education Service will treat all parents equally. The exception to this is where there is a court order limiting an individual's exercise of parental rights and responsibilities.

Schools collect information about a child's family circumstances on an annual basis. Where family circumstances change during a school session, it is important that parents inform their child's school of these changes.

Further information about how the Education Service seeks to work with parents is available in the publication Schools, "Parents" and "Parental Responsibility": A briefing paper for schools and education support services under the management of East Dunbartonshire Council (2007).

This publication is available from schools or the Chief Education Officer who can be contacted at:

**East Dunbartonshire Council  
Southbank House  
Strathkelvin Place  
Kirkintilloch  
G66 1XQ**

**Tel: 0300 123 4510**

**Email [greg.bremner@eastdunbarton.gov.uk](mailto:greg.bremner@eastdunbarton.gov.uk)**

## SECTION 6 - TRANSITIONS AND ENROLMENT

### Early Learning and Childcare

East Dunbartonshire Council is committed to the provision of high-quality early learning and childcare experiences for children. We aim to provide places that meet the needs and demands of both children and families, offering accessible, flexible and affordable provision where possible. The [Early Years Admissions Policy](#) sets out the options available to parents, including location of early learning and childcare providers, the available hours, and the way that places are prioritised and allocated.

It is important to note that there is no automatic entitlement for a place in any East Dunbartonshire primary school following a funded place at any early learning and childcare provider / early years centre. Early learning and childcare provisions are non-denominational. This means that all early years centres are open to children and parents of all religions and beliefs. Placement in the early years centre does not guarantee a place in the primary school.

Our early years centres provide places for children aged 3-5 and eligible 2-year-olds who meet qualifying criteria. Full details on delivery models within Local Authority Early Years Centres can be found on the [East Dunbartonshire Council website](#).

Funded places are available in local authority early years centres or with a Funded Provider. Funded Providers, include early learning and childcare providers in the private, voluntary, and independent sector, as well as childminders who are part of East Dunbartonshire Councils early years partnership framework to provide funded early learning and childcare.

The [East Dunbartonshire Council website](#) sets out clear information to guide the online application process for all funded early years places. Applications for 3- and 4-year-old places normally open on the first week of January and close on the last day of February each year. Applying before the closing date will give you the best chance to get the early years centre and pattern that you have requested, however, this is not guaranteed and all places are allocated as per the Early Years Admissions Policy. Parents must upload a copy of their child's birth certificate, their council tax notice as proof of residency and a recent utility bill (gas, electric, broadband or TV licence) at the application stage.

Some two-year-olds are also eligible to access funded early learning and childcare, where their household meets Scottish Government criteria. The criteria can be found under the FAQ's section on the East Dunbartonshire Council Early Years webpage. Applications for a funded two-year-old place can be made at any time. When applying, parents are required to upload a recent confirmation of qualifying eligibility, a copy of their child's birth certificate, their council tax notice as proof of residency and a recent utility bill (gas, electric, broadband or TV licence). Eligible two-year-olds can start from the term after their

second birthday, as per the Early Years Admissions Policy. Parents must also complete an application for their child's 3- and 4-year-old place.

East Dunbartonshire Council has some availability for parents to purchase childcare for children aged 3 months to two years, and for two year olds; [online applications can be found on the website.](#)

Parents and carers have the legal right to defer their child's entry to primary school if their child's fifth birthday falls between the first day of the school term in August and the last day of the following February.

A change in Scottish Government legislation from August 2023 means that all children are automatically entitled to 1140 hours of funded early learning and childcare for their child's deferred entry year. [Applications for deferred entry and FAQ's can be found on the East Dunbartonshire Council website.](#)

It is important to note that parents/carers who are applying for deferred entry for their child must also [register their child for Primary 1](#). The [Early Years Admissions Policy](#) provides the framework for allocation of early years places in local authority early years centres in East Dunbartonshire.

Please note: Children who have their fifth birthday between 1st March and the first day of term in August must start school. Exceptions are only made in extraordinary circumstances, and where it would be considered in the best interests of the child to further delay their school commencement date. This would normally only apply to children with significant additional support needs.

## **Transfer from early learning and childcare to primary**

### **REGISTRATION AND ENROLMENT**

Information on new school entrants can be found on the council's website, [www.eastdunbarton.gov.uk](http://www.eastdunbarton.gov.uk). Enrolment is in November each year. Pupils should be registered in only one school for their catchment area. Information about the school, can be found on the school website. Parents who want to send their child to a school other than the catchment school must make a placing request. Parents of pupils who have moved into the catchment area or, who wish their child to transfer to the school should contact [sharedservices.education@eastdunbarton.gov.uk](mailto:sharedservices.education@eastdunbarton.gov.uk)

Before leaving an early years centre, a transfer of information record for each child will be prepared by early years practitioners to ensure a smooth transition and continuity of care and education for the child transferring to primary.

## **Primary Schools Admissions**

When commencing Primary 1 education, your child will normally attend the local denominational or non-denominational Primary school (regardless of religion) and transfer from it, after Primary 7, to its associated Secondary school. Details of the catchment areas and boundaries can be obtained from Shared Services – Education by emailing [sharedservices.education@eastdunbarton.gov.uk](mailto:sharedservices.education@eastdunbarton.gov.uk) or calling 0300 1234510.

Enrolment dates will be set by the Education Service and the enrolment should be completed in November prior to the start of term in August. The authority will provide information on enrolments on the website, in the local press and early years centres advertising the date(s) for registration. Parents are asked to provide the relevant birth certificate(s) and proof of residency when enrolling their child(ren).

You are still required to enrol your child(ren) at your catchment school even if you do not wish him/her to attend that school.

You are still required to enrol your child(ren) at your catchment school even if you are also applying to defer their entry and take up an additional year of early learning and childcare.

Enrolment dates will be available through the East Dunbartonshire Council website at [www.eastdunbarton.gov.uk](http://www.eastdunbarton.gov.uk).

Children eligible for enrolment are those whose 5<sup>th</sup> birthday falls between 1<sup>st</sup> March and the end of February the following year.

## **Secondary Schools Admissions**

Transfer Information will be issued to Primary 7 parents in November each year. The registration application must be completed for all P7 catchment children in order for them to be included in the secondary school numbers for August. The registration form can be found on the East Dunbartonshire Council website at [www.eastdunbarton.gov.uk](http://www.eastdunbarton.gov.uk).

If you wish your child to attend a secondary school other than the catchment denominational or non-denominational secondary school for your home address, you will be required to make a Placing Request as detailed in the Placing Request section below. You do not need to submit a Placing Request if you want your child to transfer from a non-denominational secondary school or vice-versa at the primary to secondary transfer stage, as long as the intended secondary school is still the catchment school for your home address. Parents of children who are planning to change from denominational to non-denominational or vice-versa between primary and secondary school should ensure that both the primary school and the intended secondary school know what is to happen.

Newly enrolled children and their parents are invited to the school to spend some time in the class and meet their teacher during May or early June. Parents of new entrants are invited to school to attend an information session and lunch experience designed to familiarise them with Primary 1 and help them prepare their child for starting school. We

liaise closely with our Early Years Providers to ensure children have a smooth transition onto Primary 1 and provide an enhanced transition for pupils with additional support needs.

### **Primary to Secondary Transfer**

At Westerton Primary School we have close liaison with our local secondary and offer a robust transition programme including three days induction when they follow an S1 timetable. They also take part in several events held at Bocclair Academy with P7 pupils from other cluster schools. This type of liaison helps the children to settle into their new school more quickly. Enhanced transition for children with additional support needs can be provided for children in P7 to ensure a successful transition.

Pupils from Westerton Primary School normally transfer to:

**BOCLAIR ACADEMY**

**INVERORAN DRIVE**

**BEARSDEN**

**TEL 0141 955 2358**

**HEAD TEACHER - DOUGLAS BROWN**

<http://www.bocclair.e-dunbarton.sch.uk/>

If you wish your child to attend a secondary school other than the catchment denominational or non-denominational secondary school(s) for your home address, you will be required to make a Placing Request as detailed in the Placing Request section below.

You do not need to submit a Placing Request if you want your child to transfer from a non-denominational secondary school or vice-versa at the primary to secondary transfer stage, as long as the intended secondary school is still the catchment school for your home address. Parents of children who are planning to change from denominational to non-denominational or vice-versa between primary and secondary school should ensure that both the primary school and the intended secondary school know what is to happen.

### **Placing Requests**

As a parent, you have the right to make a Placing Request for your child(ren) to be educated in a school other than the catchment school. Applications for Primary and Secondary Placing Requests to commence school in August will be considered following the application process detailed on the Placing Request section of the East Dunbartonshire Council website.

Every effort will be made to try to meet parental wishes, but you should note that it is not always possible to grant every Placing Request to a particular school. You should also note that a successful Placing Request for one child does not guarantee a successful one for another child. It may be, therefore, that a parent could end up with children at different schools.



Primary 1 children must also be enrolled at their catchment school using the registration process detailed on the East Dunbartonshire Council website whilst awaiting the outcome of their Placing Request Application. If the Placing Request is granted, the child's enrolment at the catchment school will automatically be withdrawn by the Education Service.

Placing Requests can only be approved when there are sufficient places remaining in the class after all catchment area children have enrolled and if staffing and accommodation at the school are able to meet the numbers of Placing Requests at that school. The Education Service can also reserve places in a class for future catchment pupils they expect to move into the area in the following school year.

If more Placing Requests are made for admission to a particular school than places available, these Requests will be prioritised according to East Dunbartonshire Council's Admissions Policy and requests will be accepted and refused accordingly. Your Placing Request will be considered against a set of criteria which is set out in the Council's priorities for admission. Further information is available on the East Dunbartonshire Council website.

Any Placing Requests received after the 15<sup>th</sup> March for Primary and Secondary will not be considered in the first round of Placing Requests. Parents / Carers will be notified of the outcome of their request within 2 months of receipt your Placing Request. As soon as a decision has been made, you will be notified of the result. If your Placing Request is successful, you will be asked to contact the school to establish arrangements for enrolment.

Parents should note that in cases where your child is currently in attendance at a primary school as a result of a successful placing request, there will be the need for a further request to be made to transfer to the secondary school associated with the primary school. Parents should, however, be aware there is no guarantee that any such request will be successful and therefore contact should be made with your local secondary school to inform them of your intention to request a place in a school of your choice. Parents are requested to contact the education office to clarify this position if they are unsure.

### **Mid-Session Transfers**

You may make a Placing Request at any time during a school session. If your child is experiencing problems at school, you are advised to discuss the matter with the Head Teacher prior to making a Placing Request. Completing the application form does not guarantee a place for your child at your chosen school. Your Placing Request will only be granted if there are surplus places available at the school.

### **Transport for Placing Requests**

If a Placing Request is successful, parents will be responsible for the safety and transportation costs of their child to and from their chosen school.

## SECTION 7 - SUPPORT FOR PUPILS

In East Dunbartonshire Council we have our Including Every Learner Policies – Promoting Positive Relationships and Managing behaviour that Challenges and Policy and provision for children and young people with additional support needs. These documents offer guidance and policy on ensuring the needs of all learners in our schools and early years centres are met.

### Guiding Principles

- Presumption of mainstream includes a structure of universal and targeted support. This offers flexible access to both specialist support and mainstream schooling according to individual needs through a continuum of additional support needs provision
- Local, integrated and streamlined processes of assessment and decision making in full collaboration with learners and their families
- Increasing the capacity of staff to meet the needs of a broad range of learners at all levels of the continuum of support through Career Long Professional Learning (CLPL)
- Equity of access to Curriculum for Excellence through adaptations to the curriculum and learning environment to better meet the needs of all

Universal and targeted planning for children and young people should be proactive and solution focussed. A whole school and classroom ethos and culture should include strategies that support all children.

Provision across all establishments focuses on developing and supporting the whole child and this includes having: safe and nurturing environments; strong relationships; an ethos of inclusion; emphasis on care and welfare; breadth of experience; and partnership working.

The curriculum within all early year's centres, primary and secondary schools is focused on providing a meaningful, engaging and challenging experience for all learners. The curriculum in all sectors is based on the underlying principles of Curriculum for Excellence, which sets out an entitlement to access:

- A coherent curriculum from 3 to 18;
- A broad general education to the end of S3;
- A senior phase including qualifications;
- Opportunities for skills for life, learning and work with a focus on literacy, numeracy and health and wellbeing;
- Personal support to enable learners to gain as much as possible from the opportunities of Curriculum for Excellence; and
- Support in moving to a positive and sustained destination beyond school.

Additional resources provided within the mainstream context offer a high level of support for learners with additional support needs. This ensures appropriate learning pathways are mapped out addressing the entitlements of Curriculum for Excellence and linked to the agenda for Developing the Young Workforce. Education for learners can be provided as a blend of activity through access to mainstream classes or day-to-day activities that the school community is engaged in such as assemblies, celebrations, charity events etc. A core element of this provision focuses on literacy, numeracy, and health and wellbeing with targets being set as part of each action plan and reviewed in accordance with guidelines. Most learners with additional support needs are educated within one of the mainstream early year's centres, primary or secondary schools. If a learner is identified as having additional support needs, then a rigorous process of assessment, planning and support is put into place.

There are several resources, which mainstream schools, and early years centres can draw on to meet learners' needs. For example, every establishment has a Circle Adviser who is an established member of the teaching staff who is provided with training and ongoing support from a multi-agency team - led by educational psychology and a member of the ASN team. While every establishment will use their Circle Adviser differently, it is expected that they will provide support for learners with additional support needs in the areas of language and social communication. The role of the Circle Adviser may include: sharing training materials with staff, facilitating training, supporting communication to parents/carers and supporting individual staff members using existing school/early years centres structures (e.g. Pupil Support Group/Support for All Group).

The Council's aim is for all school staff to be nurture informed, and for all teachers and support for learning assistants to be nurture skilled. In addition, education staff who provide targeted support or intervention for learners will be trained to enhanced level in nurture.

Consideration is given to assessment of a child's wellbeing, and any barriers to learning, including social and communication issues. Identification of a child's barriers to learning supports the planning process for the child including simple adaptations or changes to the learning context. For example, a child may be offered access to small group work, a sensory area to support specific learning needs, or language and communication friendly approaches can be incorporated into the environment.

Every secondary school has a suite of resources including a Guidance staff team, an ASN Hub, Wellbeing Support Resource and Support for Learning Department to support learners and meet their wellbeing needs.

Some learners may need additional support to that provided at universal level, and Early Years Centre staff may conduct a more detailed wellbeing assessment with a focus on all wellbeing indicators (Safe, Healthy, Achieving, Nurtured, Active, Respected, Responsible and Included). This level is termed targeted support – in this case, staff develop an Action Plan which contains succinct, individualised and time limited targets that specify work to be done both by Early Years Centre staff and any other supports from professionals within the

education department, such as the educational psychologist or outreach teacher. Some learners require further support from agencies out-with education, such as Speech and Language Therapists or assessment by a Community Paediatrician. The identified agencies may agree to provide specific assessment reports and support for a period of time, and this would be set out in an action plan.

### **Targeted Intervention Tier 2 provision:**

Education staff have an excellent understanding of their learners, any barriers to learning and how to support them. They provide individual educational programmes designed to meet their specific needs and are continually looking at ways to develop practice to improve outcomes. This cycle of planning, review and evaluation is likely to include strong partnership working with a range of more specialised services which can provide advice and targeted support as necessary.

Some learners benefit from a timetable that offers a combination of access to specialist support and mainstream. This type of support is offered from primary to secondary stages. The balance of mainstream to specialist support is based entirely on the assessment of the profile of learning needs.

East Dunbartonshire Council has a continuum of support for learners requiring targeted support, these are reviewed and planned for each individual alongside professionals, parents/carers and the child/young person themselves – TAC (Team Around the Child).

Learners who may require to additional resources could be experiencing:

- specific language difficulties (expressive or receptive)
- difficulties in the area of social communication
- significant difficulties with focus and attention
- significant learning needs
- self-regulation and self-care needs

For some learners, additional support is required from other specialist resources which offer outreach support. Requests for outreach to support the child within their mainstream school are made to the Locality Liaison Groups (LLGs). There are two LLGs - one for the localities of Bearsden, Milngavie and Bishopbriggs and another for the localities of Lenzie and Kirkintilloch. The purpose of the LLG is to allocate outreach services to support current placements in mainstream.

Outreach support involves a specialist teacher becoming involved with a learner for a time-limited period. The process of outreach generally involves observation of the learner within the education setting and consultation with the learner, parents/carers and professionals involved. Outcomes of this process include the identification of changes to the learning environment and learning and teaching approaches which will enhance the learner's ability to access the curriculum. The underlying approach is that the outreach service should

support establishments in developing their capacity to meet learner needs. This should be effective and sustainable in supporting inclusion in mainstream provision.

### **Targeted Intervention Tier 3 provision:**

Learners who have support needs that require a higher level of support in provision that offers a much higher ratio of staff to learners and highly specialised teaching approaches. This is termed targeted intervention and is offered in Tier 3 establishments. Learners who attend primary and secondary school (Tier 2 or 3) placement are referred to the GIRFEC Liaison Group (GLG).

The GLG is the decision-making forum for all specialist placements.

East Dunbartonshire Council's policies, procedures and practices relating to children and young people with additional support needs are in line with the Education (Additional Support for Learning) (Scotland) Act 2004 which place duties on education authorities and provide rights for parents of children with additional support needs and young people with additional support needs.

The Education (Additional Support for Learning) Act 2004/2009 places duties on local authorities to provide access to independent mediation for resolving disputes with parents and carers of children and young people with additional support needs when or if they arise. East Dunbartonshire Council uses Resolve Scotland. For further information, go to [www.resolvemediation.org.uk](http://www.resolvemediation.org.uk)

### **Advocacy**

Parents/carers and eligible children/young persons also have the right to have a supporter or an advocate to present their case at any meeting with the school or Education Authority, in relation to the exercise of the Education Authority's functions under the Education (Additional Support for Learning) (Scotland) Act 2004.

### **My Rights My Say**

Enquire: [www.enquire.org.uk](http://www.enquire.org.uk) 0845 123 2303

Scottish Independent Advocacy Alliance, [www.siaa.org.uk](http://www.siaa.org.uk), 0131 510 9410

Take Note: National Advocacy Service for Additional Support Needs (Barnardo's in association with the Scottish Child Law Centre) [www.sclc.org.uk](http://www.sclc.org.uk), 0131 667 6633.

At Westerton Primary we work with external agencies and professionals to meet the needs of our learners. Agencies include:

- Educational Psychology
- Hearing Impairment Team
- Vision Impairment Team

- SaLT Speech and Language Team
- Health
- Outdoor Education
- Wellbeing and Outreach
- 

### **Supporting Families Service**

The core purpose of this service is to provide support to families in developing their skills and confidence in their parenting and to provide services to children to enhance their development and learning. Examples of the services available include group parenting workshops, bespoke 1 to 1 support and advice. Services also include a holiday play scheme for children and young people with additional support needs as well as our Snack and Play holiday programmes for children who meet certain criteria. If you wish to find out more about any of the services please contact the team by emailing: [parenting@eastdunbarton.gov.uk](mailto:parenting@eastdunbarton.gov.uk) a member of the team will be in touch.

### **Protecting Children and Young People**

In 2021, the National Child Protection Guidance was updated to adopt a strengths-based approach incorporating children's views and ensuring effective collaboration with families.

The guidance embeds the UNCRC, the Promise and principles of GIRFEC as part of the continuum of preventative and protective support.

*"Abuse and neglect are forms of maltreatment. Abuse or neglect may involve inflicting harm or failing to act to prevent harm. Children may be maltreated at home; within a family or peer network; in care placements; institutions or community settings; and in the online and digital environment. Those responsible may be previously unknown or familiar, or in positions of trust. They may be family members. Children may be harmed pre-birth, for instance by domestic abuse of a mother or through parental alcohol and drug use".*

(National Child Protection Guidance, 2021, p.12)

Within East Dunbartonshire, all adults have a shared responsibility to keep children and young people safe and as far as possible, protection from abuse, neglect, and exploitation. Children need support to keep themselves safe. Adults and professionals must work together with families and carers to enable children and young people to grow up in a safe and secure environment.

The Child Protection officer in school will be either the head teacher or depute head teacher and there are clear processes in place to enable practitioners, or others to report any aspect of suspected abuse or maltreatment.

Education staff are required to assist in the protection of children by:

- Creating and maintaining a positive and caring ethos
- Developing health and personal safety programmes

- Being observant of children's needs, views, and concerns
- Reporting and recording concerns about the welfare or safety of children
- Monitoring and supporting children in co-operation with relevant professionals, parents and carers.

Education staff cannot keep secret any allegations or concerns about child abuse, even if a child or adult request this. Information or concerns that a child may be at risk of harm must be passed on to protect the child or young person. Staff will always treat the matter sensitively, and with dignity and information will only be passed to those who need to know to protect and support the child or young person.

If parents or others have concerns for any child, they can speak to the Head Teacher/Child Protection Officer about this. They can also contact social work services and/or the police.

When a member of staff, a child or another individual provides information and the Head Teacher considers that there is a possibility that a child has been harmed or is at risk of harm, the Head Teacher is required to immediately contact social work services to discuss the circumstances and agree the immediate action to be taken. School staff are then required to co-operate with any subsequent enquiries or support plans.

Every education establishment or service has copies of the East Dunbartonshire Council Child Protection Procedures and Guidance. These are available for reference from the Head Teacher.

### **Specialist Support Services**

The Additional Support for Learning Team makes provision for children and young people who have a range of additional support needs. The service comprises of teachers who work in the pre-5, special, primary and secondary sectors. Staff in the team work in partnership with staff in the establishments to plan and deliver an appropriate curriculum. The service also provides staff development and advice on resources.

The teams support the additional needs of:

- children with a significant hearing and or visual impairment;
- bilingual learners who are at early stages of learning spoken English;
- looked after and accommodated children and young people who are experiencing difficulties in school;
- children who have language and communication difficulties
- children who have social, emotional or behaviour needs
- children at early stages of primary school who have a developmental coordination disorder along with attention difficulties;
- young people who attend special provision units; and
- pre-5 children who have been identified as having significant support needs.



## **Pastoral Support**

In Westerton pastoral care is provided by all staff. The most important support is to build a positive relationship with their class teacher and in the playground, our support staff. Mrs Hart, DHT, has overall responsibility for pastoral care for Primary 1 to 4, Mr Campbell, PT, supports stages P5 to P7 should additional pastoral care be required. Sometimes pastoral support can be provided within the classroom but at other times children need some additional adult time away from their class. Parents are encouraged to inform the school about any matters, which they feel may affect their child so the school can do everything possible to help.

## **Learning Support**

If your child requires help with an aspect of their learning, the school works in partnership with parents and the school team to provide the right supports at the right time. Early intervention is key and we can often resolve matters with extra input and support in both school and at home. In some instances, where progress is still not made as anticipated, we may feel it beneficial to discuss potential barriers, which may lead to the identification of an additional support need. This will be done sensitively and in partnership with parents/carers and relevant agencies. Further information for parents and carers can be found on [East Dunbartonshire's website](#).

Further information and support to parents of children and young people with ASN may be obtained from the following organisations. These organisations are identified under The Additional Support for Learning (Sources of Information) (Scotland) Amendment Order 2011 as:

- (a) Children in Scotland: Working for Children and Their Families, trading as “Enquire – the Scottish advice and information service for additional support for learning”, a charitable body registered in Scotland under registration number SC003527;
- (b) Scottish Independent Advocacy Alliance, a charitable body registered in Scotland under registration number SC033576; and
- (c) Scottish Child Law Centre, a charitable body registered in Scotland under registration number SC012741.”

## **Promoting Wellbeing, Protecting and Safeguarding**

The Scottish Government introduced Getting it Right for Every Child (*GIRFEC*) as a programme of change, reaching across all children and adult services in the public and voluntary sectors in Scotland, to achieve better futures for all of our children, young people

and their families. It builds from universal health and education services and drives the developments that will improve outcomes for all children and young people.

We want all our children and young people to be fully supported as they grow and develop into successful learners, confident individuals, effective contributors and responsible citizens. We believe they should be: Safe, Healthy, Active, Nurtured, Achieving, Respected, Responsible and Included. These are the eight indicators of wellbeing.

The *Getting It Right* approach is about how practitioners across all services for children and adults meet the needs of children and young people, working together where necessary to ensure they reach their full potential. This approach, based on the United Nations Convention for the Rights of the Child, is:

- Child focussed, ensuring that the child and family are at the heart of decisions and supports;
- Based on a holistic understanding of wellbeing;
- Early interventionist to tackle needs as soon as they appear; and
- Joined up, to ensure services work together.

It is the entitlement of every child to be supported throughout their education. The *Wellbeing Pathway* provides a continuum of support from universal to targeted and ensures practice is underpinned by a shared understanding of wellbeing and in the dignity and worth of every individual child/young person.

Teachers plan experiences and assess progress in learning, and for most children this is sufficient. From time to time, however, approximately one fifth of learners may experience developmental or environmental difficulties which impact on their ability to learn. For most, modifications can minimise the impact of such difficulties and learning can proceed. These modifications are described as differentiation and in most cases teachers will differentiate as part of normal teaching and learning, without the need for intervention from promoted staff.

Within East Dunbartonshire schools, teachers employ the following model to provide a clear, structured pathway for learners.

- Modifying Content – use of learning materials at different levels
- Modifying Process – varying the length of time children take to complete a task
- Modifying Product – giving children choice in how to express ideas or required learning
- Modifying Learning Environment – giving children areas to work which suit their learning styles

Staff record differentiated approaches in their short and long term plans and ensure that the results of differentiation are clearly documented within evaluations of teaching and learning.

Where intended progress does not take place, the child/young person's needs are considered within the next stage of the Wellbeing Pathway, Targeted Support.

When a wellbeing concern has been brought to their attention, the pupil support coordinator will consider the following questions in relation to the eight wellbeing indicators:

- What is getting in the way of this child or young person's wellbeing?
- Do I have all the information I need to help this child or young person?
- What can I do now to help this child or young person?
- What can my agency do to help this child or young person?
- What additional help, if any, may be needed from others?

All pupils who are considered for Targeted Support, access this through their Pupil Support or Support for All Group. This ensures that staff comply with duties in the Children and Young People (Scotland) Act 2014 and the Additional Support for Learning (Scotland) Act 2004 as amended.

All assessments to determine the need for Targeted Support fully involve the views of the child and parents.

At Westerton Primary we regularly review our plans for children with additional support needs. The Depute, Mrs Hart, meets termly with all teachers to discuss the needs of the pupils in their class. Universal Support Plans and Action Plans are reviewed and updated each term. Action Plans are shared with parents and named professionals within the plan. East Dunbartonshire Council have a number of officers who can offer further support via the school. The officers involved in supporting pupils with additional support needs are Julie Murray, Inclusion Support Officer and Nichola Roberts, Additional Support Needs Service Manager.

**If a parent thinks their child has additional support needs please contact DHT, Mrs Hart, for information and advice in the first instance.**

### **Child Protection and Safeguarding**

Abuse and neglect are forms of maltreatment of a child. Somebody may abuse or neglect a child by inflicting, or by failing to act to prevent, significant harm to the child. Children may

be abused in a family or in an institutional setting, by those known to them or, more rarely, by a stranger. Child protection means protecting a child from child abuse or neglect. If a child's wellbeing is considered to be at risk, relevant information must always be shared. It is our public responsibility to protect children. Anyone who suspects child abuse or neglect should contact East Dunbartonshire Council Social Work Advice and Response on 0141 777 3000, or the Police. Each school has a designated Child Protection Coordinator, who will work with other professionals, children and where appropriate, families to safeguard children. The name of the Child Protection Coordinator is displayed prominently within the school.

## SECTION 8 – SCHOOL IMPROVEMENT

### RAISING ATTAINMENT

Monitoring performance and using the resulting information to secure improvement is an important part of the work of Head Teachers, school staff and officers within Education Services.

#### Standards and Quality Report

Every year each school publishes a Standards and Quality report, which highlights the school's key achievements and areas of future focus for improvement. Our progress in priority 1 - Health Wellbeing and Inclusion (The CIRCLE, The Promise, RSHP), Priority 2 - Rights Based Learning (Integrating Rights across the curriculum, Learning about The Global Goals) and Priority 3 - Play and Enquiry (Play pedagogy, Facilitation of pupil-directed learning) can be read on our website.

<http://www.westerton.e-dunbarton.sch.uk/school-info/standards-and-quality/>



#### School Improvement Plan 2025-2026

	No	Improvement Priority
Priority	1	Play and Enquiry
Priority	2	Science, Technology, Engineering and Maths (STEM) / Developing the Young Workforce (DYW)
Priority	3	Health, Wellbeing and Inclusion (the Circle and Rights-Based Learning)

A detailed School Improvement Plan can be found on the school website.

#### School Inspection

We were inspected by HMIE in October 2022 and are proud of our super report which you can find on Education Scotland website.

Quality indicators	Evaluation
Leadership of change	good
Learning, teaching and assessment	good
Ensuring wellbeing, equality and inclusion	very good
Raising attainment and achievement	very good

<https://education.gov.scot/inspection-and-review/find-an-inspection-report/find-an-inspection-report/details?id=5154>

## THE SCOTXED PROGRAMME

Education Authorities, the Scottish Government and its partners have, for many years, collected information about pupils on paper forms. The information is now transferred electronically through the ScotXed programme.

The following explanation has been provided directly by ScotXed:

### **Transferring Educational Data About Pupils**

The Scottish Government and its partners collect and use information about pupils in schools (e.g. the number and characteristics of pupils, their attendance, absence and exclusions, their attainment and their destination when leaving school) to help to improve education across Scotland. This note explains why we need this information, how we use it and what we do to protect the information supplied to us.

### **Why do we need your data?**

In order to make the best decisions about how to improve our education service, Scottish Government, education authorities and other partners such as the SQA and Skills Development Scotland need accurate, up-to-date data about our pupils. We are keen to help all our pupils do well in all aspects of school life and achieve better examination results. Accurate and up-to-date data allows us to:

- plan and deliver better policies for the benefit of all pupils
- plan and deliver better policies for the benefit of specific groups of pupils
- better understand some of the factors which influence pupil attainment and achievement
- share good practice
- target resources better
- enhance the quality of research to improve the lives of young people in Scotland

### **Data policy**

Information about pupils' education is collected through our statistical surveys in partnership between the Scottish Government and Local Authorities through the ScotXed Programme which aims to help schools and Local Authorities by supporting efficient collection, processing and dissemination of statistical information. The Scottish Government then provides analysis of the data to support research, planning, management and monitoring of education services as well as to produce National Statistics publications.

Education data within Scottish Government is managed effectively by secure systems and is exploited as a valuable corporate resource, subject to confidentiality restraints. As part of its data policy, Scottish Government will not publish or make publicly available any information that allows individual pupils to be identified, nor will data be used by Scottish Government to take any actions in respect of individuals. Data is held securely and no

information on individual pupils can or would be made publicly available by Scottish Government.

The individual data about pupils in schools collected by Scottish Government through statistical surveys is used only for the statistical and research purposes for which it is collected.

### **Your data protection rights**

The collection, transfer, processing and sharing of ScotXed data is done in accordance with the Data Protection Act (2018). We also comply with the National Statistics Code of Practice requirements and other legislation related to safeguarding the confidentiality of data. The Data Protection Act gives you the right to know how we will use your data. This note can give only a brief description of how we use data. Fuller details of each individual ScotXed survey, including the purpose of each and the published data, can be found on the ScotXed website <http://www.gov.scot/Topics/Statistics/ScotXed> Pupil names and addresses (other than postcode) are never collected in any ScotXed statistical survey.

Scottish Government works with a range of partners including Education Scotland, Skills Development Scotland and the SQA. On occasion, in order to help meet our aim of improving the life of young people in Scotland, we may make individual data available to partners such as the National Registers of Scotland to carry out research relating to the national population census and also to academic institutions and organisations to carry out additional research and statistical analysis which helps inform policy development and contributes to improving outcomes for Scotland's people. In order to carry out this research to support better decisions, policy making and practice, data may be linked to information from other sources.

Any sharing or linkage of data will be done under the strict control of Scottish Government, and will be consistent with our data policy and the National Data Linkage Guiding Principles. This will ensure that no individual level data will be made public as a result of the data sharing and that these data will not be used to take any actions in respect of an individual. Decisions on the sharing or linkage of data will be taken in consultation with relevant colleagues and individuals within and outwith Scottish Government. At all times pupils' rights under the Data Protection Act and other relevant legislation will be ensured.

### **Concerns**

If you have any concerns about the ScotXed data collections you can email the Head of Schools Analysis, Mick Wilson, at [mick.wilson@scotland.gsi.gov.uk](mailto:mick.wilson@scotland.gsi.gov.uk) or write to Education Analytical Services, Area 2D, Victoria Quay, Leith, EH6 6QQ.



## SECTION 9 – SCHOOL POLICIES AND PRACTICAL INFORMATION

### School Uniform

It is the policy of the Education Committee to encourage pupils to wear an acceptable form of school dress as determined by Head Teachers, Parent Councils and parents. In encouraging the wearing of school dress, account must be taken of any proposals to prevent any direct or indirect discrimination on the grounds of race or gender. Any proposal will be the subject of widespread consultation with parents and pupils. Parents are asked to co-operate with the school in encouraging the wearing of the school uniform.

The Westerton uniform has been agreed in consultation with parents, pupils, staff and the Parent Council. It incorporates a range of popular items of dress, e.g. sweatshirts, T-shirts. Wearing school uniform contributes to a positive school ethos and helps avoid discrimination and reduces peer pressure to wear expensive designer clothing. At Westerton Primary School, the PTA and the Parent Council support the school in encouraging the wearing of our school uniform.

Branded uniform items listed can be ordered via our main uniform supplier, Baru. You can purchase your child's uniform online by following the link

<http://www.kitmykid.co.uk/Westerton-Primary/>

\*Crew/V-neck sweatshirt royal blue with badge

Cardigan royal blue with badge

Tank Top royal blue with badge

Polo shirt white with badge

Shirt white

Blouse white

Skirt/kilt/ pinafore tartan

Trousers grey

Tie dark blue with mid blue stripes

Shoes black school shoes

Fleece royal blue with badge

Rain jacket dark blue with badge

\*Primary 7 pupils are permitted to wear their leavers hoodie

### PE Uniform

Sweatshirt royal blue with badge

Polo shirt/ t-shirt white with badge

Black/grey tracksuit bottoms/leggings/shorts – must be suitable for exercise

Clean gym shoes or trainers with non-marking soles

Your child may attend school on their gym days wearing their PE kit and trainers. School uniform must be worn above the waist. Teachers may request a spare pair of shoes be brought to protect gym equipment from outdoor shoes.

Many unbranded items can be purchased in supermarkets and other clothing stores which may help to reduce costs.

A school's reputation can also be enhanced in the local community by the wearing of school uniform and school security will be improved as it will be easier to identify intruders. The appropriate clothing and footwear for PE is a T-shirt, shorts and trainers/gym shoes with non-marking soles. These are necessary for health and safety reasons and your co-operation is requested to ensure that pupils are equipped to participate in the PE lessons.

Please note there is a requirement that all jewellery is removed prior to undertaking physical education activities.

Please ensure that all items of clothing are clearly labelled, particularly ties, sweat shirts and PE kit which are often lost. Offensive clothing such as T-shirts or other items painted with obscene language or illustrations are not permitted. Football colours are also inappropriate as they can lead to incidents of rivalry.

Under no circumstances will pupils be deprived of any educational benefit as a result of not wearing uniform and, in particular, pupils will not be denied access to examinations as a result of not wearing school dress. Parents are asked to assist by ensuring that valuable items and unnecessarily expensive items of clothing are not brought to school.

Some families may be eligible for school clothing grant and free school meals. Information on criteria and the application form for this can be found at [www.eastdunbarton.gov.uk](http://www.eastdunbarton.gov.uk) under School Clothing Grants and Free School Meals.

Approval of any requests for such grants made by parents in different circumstances is at the discretion of the Chief Education Officer.

If you have any queries regarding the school's dress code, please contact the Head Teacher.

## **SCHOOL MEALS**

We know that maintaining a healthy diet is linked to a happy and active lifestyle. By eating a school meal provided by East Dunbartonshire Council's School Meals Service your child is guaranteed a balanced nutritious meal to keep them healthy and alert throughout the school day.

The meals are freshly cooked on a daily basis by our skilled staff who care about food and your child's wellbeing. Our staff will help your child to make balanced choices. The meals meet the Scottish Government's nutritional regulations.

Any Special diets or allergies should be discussed with the school.

Meal prices are reviewed annually. Please contact the school to be advised of the current price.

Children can have a cafeteria lunch or bring a packed lunch to school. No cans or bottles are permitted in school.

At Westerton a cashless catering system is in place. Details of this will be provided when your child starts school.

### **Free School Meals**

From January 2022 all P1-P5 pupils are entitled to a Free School Meal. This is universal and in line with the Scottish Government Guidelines.

Some families may also be eligible for school clothing grant and free school meals. Information on eligibility criteria and the application form for this can be found at [www.eastdunbarton.gov.uk](http://www.eastdunbarton.gov.uk) under School Clothing Grants and Free School Meals.

### **Packed lunches**

Pupils may bring packed lunches to school. These are accommodated in the lunch hall (P1-3), or in classrooms or GP room (P4-7). During dry weather in the summer and autumn terms children are permitted to eat packed lunches outdoors. Children's packed lunches should be healthy with no more than one 'treat' per day either for break or lunch.

### **Allergies**

We have several children in our school who have extreme allergies and through good practise, we endeavour to keep them safe on a daily basis. We ask for whole school parental assistance in continuing to make our school environment as safe as possible for all our children and staff. It is important that pupils do not bring food containing nuts to school. Such foods include hazelnut chocolate spreads, peanut butter, cereal bars and some confectionary items. Whilst this list is by no means exhaustive, we appreciate your ongoing vigilance and support in this matter.



## **TRANSPORT, MEDICAL AND CHILDCARE INFORMATION**

It is a parent's responsibility to ensure their child arrives at school and returns home from school in a safe and responsible manner.

In order to assist parents in getting their child of school age to school safely and on time, the Education Authority has a policy of providing free transport to primary pupils who live one mile or more from their local primary school by the recognised shortest walking route. This policy is more generous than the law requires. This means that the provision of transport could be reviewed at any time. Parents who consider they are eligible should obtain an application form from the school or Education Office or [www.eastdunbarton.gov.uk](http://www.eastdunbarton.gov.uk).

These forms should be completed and returned before the end of February for those pupils beginning school in August to enable the appropriate arrangements to be made. Applications may be submitted at any time throughout the year, but may be subject to delay whilst arrangements are made.

The Chief Education Officer has discretion in special circumstances to grant permission for pupils to travel in transport provided by the authority where spare places are available and no additional costs are incurred. This is known as concessionary travel and parents are required to submit concessionary travel applications each year in the period June-July to ensure that consideration can be given to their request for concessionary transport for August. Parents should obtain an application form from the education office or [www.eastdunbarton.gov.uk](http://www.eastdunbarton.gov.uk)

### **Pick-up Points**

Where free transport is provided it may be necessary for pupils to walk a certain distance to the vehicle pick-up point. Walking distance in total, including the distance from home to the pick-up point and from the drop-off point to the school in any one direction, will not exceed the authority's limits. It is the parents' responsibility to ensure their child arrives at the pick-up point on time. It is also the parents' responsibility to ensure the child behaves in a safe and acceptable manner while boarding, travelling and alighting from the vehicle. Misbehaviour could result in your child losing the right to free transport.

### **Placing Requests**

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

### **Adverse Weather Conditions - Driver's Responsibilities**

- In adverse weather conditions driver MUST liaise with head teachers to ensure the safety of the children

- In periods of snow and ice, the driver must use his discretion to decide if a road is passable or not. He should endeavour to choose a route which gives the greatest number of children a reasonable chance of getting to school safely.
- At their own discretion drivers may abandon morning journey and return all pupils already picked up to their homes and inform the relevant Head Teacher concerned. See bullet point below\*.
- On homeward journeys pupils shall only be set down at their normal vehicle set down point. If there is a possibility that the vehicle will be unable to take the pupils to that point, contingency plans should be made with the Head Teacher.
- In the event that transport cannot continue due to blocked roads or any other obstruction, children will be instructed to stay in the vehicle until rescue can be organised.

### **Strathclyde Partnership for Transport/East Dunbartonshire Council's Responsibilities**

- SPT will contact a Senior Officer within EDC to advise of difficulties with transport.
- Senior Officer will contact Head Teacher/s.
- Head Teachers to contact parents, where possible by text message, (at peak times there may be delays due to volume across local authorities).
- \*In the event of journey being abandoned, Head Teacher will advise the driver of any change to normal home address.
- At the beginning of every session, the school should update the contact details for all parents/guardians for pupils accessing school transport. This will allow school office staff to inform parents/carers immediately of changes due to adverse weather.
- If the inclement weather is continuous, the school will update their website on a daily basis.

### **Parental Responsibilities**

- To ensure child/children are at a designated pick up point (please note that in adverse weather this may differ from original point. Head Teacher will advise).
- If concerns regarding bus arrival, contact bus operator and/or school.
- Parents should ensure that they notify the school of any changes to their contact details.
- If they have not already done so, parents are advised to register for the text messaging alert system within the child's school (Groupcall).
- Where inclement weather is present and it is probable that the current pick up point is unlikely to be accessed, parents should take a common sense approach and their child/children should be taken or directed to the closest accessible pick up point within a reasonable distance.

## MEDICAL AND HEALTH CARE

Parents are informed of routine medical and dental examinations and of opportunities to have their children immunised and tested for vision and hearing defects. Parents must inform the school in writing of any particular medical requirements for their children. Confidential “Emergency Contact” forms are issued to parents and it is requested that they return these to the school at the earliest opportunity. The information contained therein is used to contact the parents should their child take ill or an accident happen. In the event that a parent cannot be contacted quickly, the school will act in the best interests of the child to obtain the necessary medical attention.

Parents should provide the Head Teacher with sufficient information about their child’s health care needs and treatment. Where necessary, this information should be updated annually or more frequently if there is a change in circumstances. Where there is concern about whether the school can meet the pupil’s needs or where the parents’ expectations appear unreasonable, the Head Teacher should seek advice from the school nurse or doctor and, if required, the Chief Education Officer.

## DATA PROTECTION ACT 2018

East Dunbartonshire Council will process your child’s personal data in compliance with the Data Protection Act 2018 and all other relevant legislation. The Council may share your child’s personal data with other Council services and public agencies to support the delivery of services to promote the health, safety and well-being of children and young people. For full details of how we will use your data please visit - [www.eastdunbarton.gov.uk/council/privacy-notice](http://www.eastdunbarton.gov.uk/council/privacy-notice)

## ACCESSING YOUR CHILD’S PUPIL RECORDS

Parents have a legal right of access to their child’s core education records, regardless of the age of their child. These are the records held within your child’s Personal Pupil Report (PPR). Parents do not have a general right of access to all records that mention their child. To access your child’s file, please apply in writing to the Head Teacher.

A child has a legal right of access to all records held about them. This includes records that may be held out with the PPR. If a child is aged 12 years or over and can show suitable maturity and understanding they may exercise this right of access through a request to the Head Teacher in writing. If your child is aged 11 or younger, or is not considered to have suitable maturity or understanding, then a parent may make an application on their child’s behalf for access to all records. The table below summarises who may access what records through writing to the appropriate Head Teacher.

AGE OF CHILD	CHILD’S LEGAL RIGHTS	PARENT’S LEGAL RIGHTS
Under 12	A child’s parent or guardian may apply on the	Right of access to core education record. (PPR)

	child's behalf for access to all records.	
12 and older	If able to show suitable maturity and understanding, the child may apply for access to all records.	Right of access to core education record. (PPR) No legal right to all records unless acting as child's representative because child is unable to show suitable maturity or understanding.

## **FREEDOM OF INFORMATION (SCOTLAND) ACT 2002**

The Freedom of Information (Scotland) Act gives individuals a statutory right to the unpublished "internal" information and records held by Scottish Public Authorities such as East Dunbartonshire Council and its schools. Individuals have already used this legislation to find out about policy, procedures and how particular decisions have been reached. If you would like to use this legislation to access particular information please write to the Head Teacher, and subject to certain conditions and exemptions, you will receive a full response within twenty working days of receipt of the request.

Please note that you cannot access personal information on staff or pupils under this legislation. To access personal information about your own child, please see the section 28 on Accessing Your Child's Pupil Records.

## **USE OF PHOTOGRAPHS AND VIDEO FILM INVOLVING PUPILS**

On occasion, the school may seek permission from parents to photograph/video pupils for internal purposes within the school, for Council publicity materials and/or for press/media related activities. If a pupil's image is being used on any webpage or on a webcam, parents will be asked for express consent as this image has the capability of being viewed by any person with Internet access worldwide. Pupil photographs will be held with the school's Management Information System (SEEMIS), parents will be asked for consent.

## **SCHOOL CAMPUS NO SMOKING POLICY**

With the introduction of the Smoking, Health and Social Care (Scotland) Act 2005 and the Prohibition of Smoking in Certain Premises (Scotland) Regulations 2006, East Dunbartonshire Council now operates a no smoking policy across all authority's school campuses. Any person accessing the school must refrain from smoking in any of the school campus areas.

## **PUPIL USE OF MOBILE PHONES IN SCHOOL**

There have been many concerns raised by head teachers staff and parents about the extensive use of mobile phones by pupils and the associated risks of such use while in school.



The Education Committee of East Dunbartonshire Council as a result of these concerns agreed that each school should have the power to set its own policy in relation to pupil use of mobile phones in school.

At Westerton parents and children should follow the rules set out below:

- We discourage, and advise parents to discourage, pupils from bringing mobile phones to school.
- East Dunbartonshire Council will not accept liability for the loss or damage of mobile phones that are brought into the school or school grounds by pupils.
- If pupils bring mobile phones to school, the phones must remain switched off while the pupils are in the school building and in the school grounds.
- Where a pupil is found by a member of staff to be using a mobile phone out with the policy of the school, the phone will be confiscated. When a phone is confiscated, a receipt will be passed to the pupil by the relevant member of staff, in order that the pupil can present the receipt at the end of the school day to uplift the phone.
- If a pupil is found taking photographs or video footage with a mobile phone of either other pupils or staff, this will be regarded as a serious offence and the Head teacher, depending on the circumstances, will decide on an appropriate discipline. In certain circumstances, the pupils may be referred to the Chief Education Officer. If images of other pupils or staff have been taken, the phone will not be returned to the pupil until the images have been removed.

## **APPOINTMENT OF ADULTS TO VOLUNTARY CHILD CARE POSITIONS**

In order to meet a legal obligation under the Protection of Children (Scotland) Act 2003 and as part of the policy in respect of child protection, the Council has introduced a policy to ensure that any individual who is appointed to a voluntary child care position is not fully listed on the Disqualified from Working with Children List.

This policy, which requires any adult appointed to a voluntary childcare position, to undergo a criminal background check to ensure their suitability. The policy applies in particular to:

- parent volunteer helpers in schools who are considered to have regular contact with children and young people;
- parents and co-opted members of parent councils;
- parent members of local parent-teacher associations;
- elected members serving on committees relating to the development of children's services;
- any other individual working in a voluntary child care position within a service managed by East Dunbartonshire Council.

The policy builds on East Dunbartonshire Council's *Child Protection Interagency Guidance* (2002) which underpins all child protection work undertaken by local authority services. It

also complements the Council's policy on the leasing of council premises to organisations which provide activities and services to children and young people.

## COMPOSITE CLASSES

Composite classes are a commonplace feature of many schools. At Westerton, we usually have a number of composite classes and these change from year to year depending on the number of children at each stage.

### What is a Composite Class?

Primary schools have pupils at seven broad year stages, Primary 1 to Primary 7. A composite class is composed of children from more than one stage/year group, e.g. a Primary 2/3 composite class has children from both Primary 3 and Primary 2.

### Why are Composite Classes Necessary?

Three main factors affect the organisation of a primary school.

- Staffing complement: The number of teachers allocated to a school generally depends on the number of children on its roll.
- Class size limits: In Scotland, class sizes are limited as follows -

Single stage classes (one year group):

Primary 1	25 pupils
Primary 2 & 3	30 pupils
Primary 4 - 7	33 pupils

Composite classes:

Primaries 1 - 7	25 pupils
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Further information on Composite Classes can be found in the policy section of our website <http://www.westerton.e-dunbarton.sch.uk/school-info/policies/>