



Education Resources

Lanark Grammar School



School Handbook

Session 2015-2016

Contents

1. Introduction	1 - 3
2. About our school	4 - 14
3. Parental involvement	14 - 15
4. School ethos	15 - 19
5. The curriculum	19 - 35
6. Assessment	35 - 36
7. Reporting	36 - 39
8. Transitions	39 - 41
9. Support for pupils	41 - 47
10. School improvement	48 - 50
11. School policies and practical information	50 - 65

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

Phone: 01698 454545 Email: education@southlanarkshire.gov.uk.

1)	Introduction by the Head Teacher
-----------	---

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

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

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

Lanark Grammar School



Welcome to the Lanark Grammar School Handbook for session 2015 - 2016. I hope that you find the contents informative and helpful in getting to know the school, our staff, some of our processes and structures, and the range of opportunities which are on offer to our pupils.

Our Handbook reflects the latest Government guidance on school handbooks. It will be available to parents and others in both electronic and paper formats. In addition, our electronic version will be updated throughout the session and available on our school website at:

www.lanark.s-lanark.sch.uk

Our electronic version also contains hyperlinks to other documents and websites which parents may find helpful.

Our Handbook also contains a number of statements from our pupils under the heading of 'learning journeys'. These are designed to give a pupil perspective on our school and we hope that you find them useful and informative.

Lanark Grammar School is one of 17 secondary schools throughout South Lanarkshire Council serving a very broad catchment area within Clydesdale. In addition to the pupils who live close to or in the town of Lanark, large numbers of our pupils live in the wider Clydesdale area and use school transport to travel to school. A significant number of our pupils have Additional Support Needs and are supported through a broad range of specialist provision.

The school strives to give all of our pupils the best educational experience possible through the quality of teaching and learning; support for pupils; the range of courses and learning opportunities available to suit individual needs; and through an extensive array of extra-curricular activities. The staff of the school are highly committed and do all that they can to support each and every pupil responding to their individual and collective needs.

Partnership with parents is very important to us and we shall take every opportunity to engage with parents to assist us in supporting their children. When such a partnership exists it enables all of those involved to work collaboratively with a sense of shared commitment and a desire to provide support and direction of the highest quality.

Our partnership with parents is also supported through our Parent Council which meets on a monthly basis throughout the school session. Our Parent Council Chair, Mrs Hazel Wishart, leads our Parent Council which meets in the school usually on the first Monday of each month. Mrs Wishart can be contacted through the school office.

A number of Parents' Booklets have been produced to inform parents of key aspects of our work. These include: Communication; Care, Welfare and Pupil Support; and ongoing information on the implementation of Curriculum for Excellence and new National Qualifications. These are available from our website.

The school strives hard to create an ethos of achievement and inclusion and promote positive values in all that we do. Through focussing on enabling pupils to become successful learners, confident individuals, effective contributors and responsible citizens we can instil in pupils a commitment to their own learning and achievement. In addition, we can help them to gain an understanding of the importance of their contribution to the wider community and the need for them to play an active and positive role within it both now and in

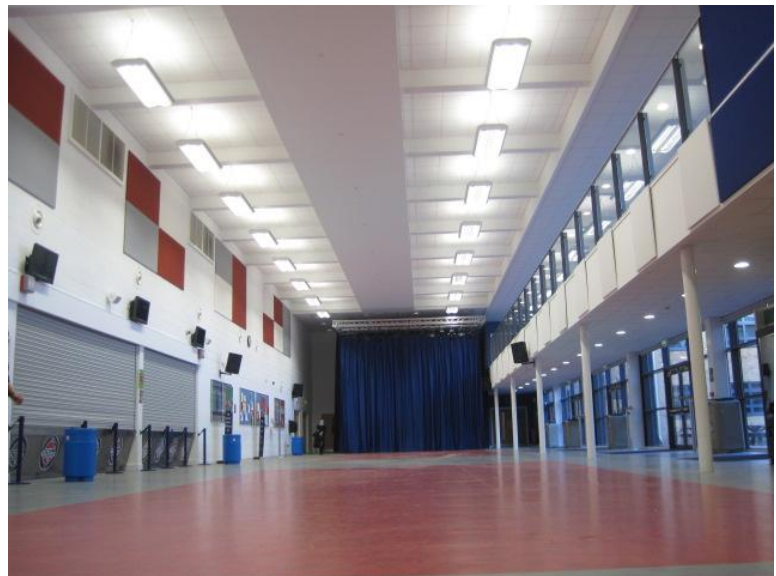
the future. Through engagement in all aspects of school life: in classes, in clubs and activities, and through contributing actively to the development of our ethos and culture, pupils can acquire and develop important skills and competences for learning, life and work. We also strive to promote a culture of inclusion and respect for others where talents no matter how diverse are recognised and celebrated.

It is to be hoped that all our pupils will benefit from the opportunities and support available to them at Lanark Grammar School, that they maximise their achievements while at school and go forward into life beyond school with a sense of purpose, commitment to their future learning and a desire to contribute positively to the communities in which they will live and work.



Mark Sherry
Head Teacher

The 'Street'



Our school Library

2)	About our school
-----------	-------------------------

ABOUT OUR SCHOOL

NAME OF SCHOOL	LANARK GRAMMAR SCHOOL
ADDRESS	KIRKLANDS ROAD LANARK ML11 9AJ
TELEPHONE NUMBER	01555 667520
FAX NUMBER	01555 667521
E-mail:	office@lanark.s-lanark.sch.uk
WEBSITE	www.lanark.s-lanark.sch.uk
DESCRIPTION	SIX YEAR COMPREHENSIVE CO-EDUCATIONAL
ADDITIONAL PROVISION	Additional Support Needs Provision for pupils with a wide range of Additional Support Needs.
CURRENT ROLL	S1: 180 S2: 172 S3: 181 S4: 208 S5: 159 S6: 134

Lanark Grammar School is part of the Lanark Learning Community.

Lanark Grammar School is a non-denominational secondary school.

'Washed up on the shore'



STAFF LIST DECEMBER 2014

Head Teacher	Mr M Sherry	
Senior Management Team	Mrs N Crone	Senior Depute Head Teacher
	Mr N Munogee	Depute Head Teacher
	Ms G Pollock	Depute Head Teacher
	Ms J Sturgeon, Acting	Depute Head Teacher
	Mrs A Wilson	Depute Head Teacher
Behaviour Support	Mrs D Jackson	
Creative & Aesthetic	Mrs J Brown, Principal Teacher Learning & Teaching	
Art & Design	Mr N Boyce	
	Miss H Gibson	
	Miss E Meechan	
Drama	Miss R Darroch (Acting Principal Teacher Pupil Support)	
Music	Mrs A Wilson (Depute Head Teacher)	
	Mrs P Black	
	Miss G Miller	
	Miss N Young	
English & Communication	Ms G Brooks, Principal Teacher Learning & Teaching	
	Mr I Carr	
	Dr J Casey	
	Mrs A Ewing (Principal Teacher Pupil Support)	
	Miss Y Lindsay (Acting Principal Teacher Pupil Support)	
	Mrs H MacKenzie	
	Mr A McCrindle	
	Mrs M McCrindle	
	Mr A Morrison	
	Miss L Robison (Principal Teacher 1)	
Health & Well-being	Ms AM Clarence, Principal Teacher Learning & Teaching	
Home Economics	Mrs L Bennett	
	Mrs M Nelson	
	Mrs H Parker	
	Mrs E Wyper	
Physical Education	Mr A Barr	
	Mr J Gardiner	
	Mrs A Miller (Principal Teacher Additional Support Needs)	
	Ms L Rankine	

	Mrs D Sanders Mr C Smith
Humanities	Mr J Moore, Principal Teacher Learning & Teaching
Classics	Mrs G Ferguson Miss S Harrison
Geography	Mr N Chand Mrs E Reilly Mr R Smith
History	Ms G Pollock (Depute Head Teacher) Mrs K Bennett (Principal Teacher Additional Support Needs) Mr J Johnston Ms M Laughland (Principal Teacher 1) Ms L Plenderleith Mr F Robson (Principal Teacher Pupil Support)
Modern Studies	Mr C Steven
Information, Communication & Design Technologies	Mr M Brownrigg, Principal Teacher Learning & Teaching
Business Education	Miss J Donaldson Miss K Galloway Mrs S Gardner Mr C Goldie (Principal Teacher Pupil Support) Mrs D Jackson Mrs C Marshall
Computing	Mrs F McEwan, Principal Teacher Mrs T-A McWilliams
Technical	Mr A Cleary Mr S Duffy
Languages & Religious and Moral Education	Ms E Clingan, Principal Teacher Learning & Teaching
Latin	Miss S Harrison
Modern Languages	Miss A Cassels Mrs L Findlay
RME	Miss L Clark Mrs P Kerr, Principal Teacher ASN

Mathematical Applications	Mrs S Phinn, Principal Teacher Learning & Teaching (Acting) Ms J Sturgeon (Acting Depute Head Teacher) Mrs J Campbell Mr G Clark Miss A Flynn Mrs V Leck Mr N Munogee (Depute Head Teacher) Mrs P Russell Miss L Waddell
Scientific Studies	Mrs J Mills, Principal Teacher Learning & Teaching
Biology	Mrs J Cummings Mrs K Cullen Miss L Dean Mrs S Gordon (Principal Teacher Additional Support Needs) Miss E Totten Dr D Young
Chemistry	Mrs J Brown Ms L Davidson Miss L McCulloch Mr J Thompson
Physics	Mr H Kilgour Mrs M Rabie
Support for Learning	Mrs A Colquhoun (Principal Teacher) Mr A Reilly
Additional Support Needs	Mr N Munogee, Depute Head Teacher Ms G Armstrong Mrs K Bennett (Principal Teacher ASN) Mr W Botham Miss L Buchanan Mrs M Casey Mrs L Fisher Mrs S Gardner Mrs S Gordon (Principal Teacher ASN) Mrs P Higgins Ms D Hughes Mrs J Jamieson Mrs P Kerr (Principal Teacher ASN) Mrs J Knight Ms D Mackie Ms K Main Mrs L McGinlay Mrs K Melvin Mrs A Miller (Principal Teacher ASN) Mrs F Reid Mr A Reilly Ms E Smith Mrs S Smith

	Ms G Williams (Principal Teacher ASN) Miss N Young
Home School Link	Mrs H Richardson
Librarian	Mrs J Goldie
Attendance Officer	Mrs R Whitefield
Instrumental Instructors	Mrs J Brownlie – Brass Mr J Bryce – Woodwind Miss Ewing - Woodwind Mr D Calder – Percussion Mr J Goldie – Guitar Mr C Warrender – Strings
Active Breaks	Mr G McMillan Mrs M Rankin
Catering	Mrs A Bryce
Technicians	Ms K Bell, Technician Team Leader Ms A Doherty, Cluster Science Technician Mrs C Carmichael, Cluster Science Technician Mr S Lewandowski, Cluster Audio Visual Technician Mr H Kennedy, Cluster Technical Technician
Support Services Co-ordinator	Mrs R McNally
Cluster Team Officer	Mrs K Ilgunas
Support Services Staff	Mrs K Steele, Team Leader Mrs L Anderson Mrs K Boyd Mr T Brownlee Mrs M Callis Mrs R Campbell Mrs A Coubrough Mrs G Crozier Mrs I Doolan Mrs M Elder Ms L Finlay Mrs A Glen Mrs K Goodall Mrs R Gray Ms S Gray Mrs D Hannen Mrs A Haverstock Mrs J Henderson Miss L Kennedy Mrs J Lithgow Mrs C Logan

Mrs E McEwan
Mrs E MacLeod
Mrs M McDermott
Mrs J McGill
Ms L McJarrow
Mrs A Meikle
Mrs P Millar
Mrs K Mooney
Mrs T Morrison
Mr V Orsie
Mr S Sara
Mrs K Scott
Mrs M Stewart
Mrs L Struthers
Mrs R Walsh
Mrs J Weir

Janitorial Staff

Mrs S Cook
Miss L Adair

Facility Technicians

Mr J Mackin
Mr P McKenna

Senior Management Team

Head Teacher: Mr M Sherry

Mr Sherry has overall responsibility for all aspects of the leadership and management of the school. In supporting these diverse activities he works closely with his Senior Management Team colleagues who have individual responsibility for leading key whole-school initiatives. The Senior Management Team works in a very collaborative fashion to ensure that their collective experience, thinking and judgement are shared and impact positively on decision making. Mr Sherry is the Senior Management Team link with the Faculties of Additional Support Needs, Information, Communication and Design Technologies, and Mathematical Applications.

Senior Depute Head Teacher: Mrs N Crone

As Senior Depute Head Teacher, Mrs Crone deputises for the Head Teacher when he is out of school. In addition, she has significant leadership responsibilities within the school. She has responsibility for our Pupil Support staff; liaison with external agencies; the care, welfare and support of pupils; and the continuing professional development requirements of staff. In addition, she is the Senior Management Team link with the Faculty of Health and Well-being, Support for Learning and for whole-school Behaviour Support.

Depute Head Teacher (S1 and S2): Mrs A Wilson

Mrs Wilson has responsibility for Transition arrangements with our associated Primary Schools and for pupils in S1 and S2. In addition, she has responsibility for the development of learning and teaching through the S1 Learning to Learn course, Celebrating Success, Prizegiving Ceremonies, Fundraising and Charity Work and links with our local community and businesses. She is the Senior Management Team link with the Faculties of Mathematics and Scientific Studies.

Depute Head Teacher (S3 and S4): Ms J Sturgeon

Ms Sturgeon, Acting DHT, has responsibility for pupils in S3 and S4. She has responsibility for whole-school Information and Communication Technology and the development of quality through the use of our management information system. In addition, she has responsibility for all aspects of timetabling, including pupils' transition from S3 to S4. Ms Sturgeon is the Senior Management Team link with the Faculties of English and Communication and Humanities and for our School Librarian.

In February 2015, Mr D Falconer will join the school as substantive Depute Head Teacher.

Depute Head Teacher (S5 and S6): Miss G Pollock

Miss Pollock has responsibility for students in S5 and S6 and for option choice arrangements as pupils move from S4 into S5 and S5 into S6. She is the school's SQA Coordinator and has a lead role in whole-school improvement planning. She has responsibility for the management of processes to assist pupils in moving on from school to employment, training, and opportunities for further study at college or university. She also has responsibility for the whole-school development of enterprise, health, citizenship and equal opportunities. She is the Senior Management Team link with the Faculties of Creative & Aesthetic and Languages and Religious and Moral Education.

Depute Head Teacher (Additional Support Needs): Mr N Munogee

Mr Munogee has responsibility for all aspects of Additional Support Needs (ASN) provision. He has line management responsibility for all staff within the ASN department. A major aspect of his role is to ensure that the very diverse needs of all our pupils with ASN are met. This involves curriculum planning in a broad sense and also focussing on individual pupils and their specific additional support needs.

Mr Munogee also has a lead role across the school in raising attainment.

Contacting the school

Establishing and developing effective partnership with parents is of great importance to the school. At all times we will seek to maximise our partnership with you through effective and prompt communication about all aspects of your daughter's/son's education and the life of the school in general. Our school website is an important aspect of our communication strategy. You can access it at: www.lanark.s-lanark.sch.uk

There are a number of key members of staff with whom you may wish to communicate at various times throughout the school session. These may be subject teachers, Principal Teachers Learning and Teaching, Promoted staff in Additional Support Needs, Principal Teachers Pupil Support, Behaviour Support personnel, or members of the Senior Management Team. A list of promoted staff is contained within this Handbook.

Our subject departments are formed into Faculty groupings - with Departments and Faculties being led by Principal Teachers Learning and Teaching. If you require to liaise with departmental staff I would ask that you do so through the appropriate Principal Teacher Learning and Teaching or Principal Teacher Pupil Support/ASN. In addition, Mrs Colquhoun leads general support for pupils in her role as Principal Teacher Support for Learning.

A large number of our pupils have Additional Support Needs and promoted staff in ASN have responsibility for their care and welfare, achievements and progress. Mr Munogee, Depute Head Teacher, leads this team of staff. In the first instance, please contact Principal Teachers ASN if you wish to discuss any matter relating to your child/children.

You will already know the House group into which your daughter/son has been placed. Each House is led by a Principal Teacher Pupil Support or promoted member of the ASN team. These members of staff look after both the care and welfare needs of your daughter/son as well as her/his attainment and achievement. They can be contacted about any aspect of your daughter's/son's education.

Mrs Jackson offers support to pupils in the area of Behaviour Support. She also works closely with the Pupil Support Team and Principal Teachers ASN to enhance our overall support for pupils.

Members of the Senior Management Team fall into two categories: Depute Head Teachers who have year group responsibilities and Mrs Crone, the Senior Depute Head Teacher and Head Teacher, Mr Sherry, who have overarching responsibility for all aspects of school provision.

We are very happy to receive communication from you by telephone or in writing about any aspect of your daughter's/son's education or the school in general. Early communication about specific issues can often lead to a prompt response and prevent any further concerns arising.

While it is hoped that the quality of education and support we offer pupils in partnership with parents meets their needs at all times, we do recognise that there may be times when you have concerns about specific matters. We have a highly formal Comments and Complaints procedure to take forward such matters. In the first instance, you may wish to direct your comment or complain to our school office or appropriate member of our promoted staff team.

If you wish to enrol your child at Lanark Grammar School we would ask that you make contact with the school office and ask to be put in touch with the Depute Head Teacher who has responsibility for your daughter's/son's prospective year group.

If your child is going to be absent from school we would ask that you make contact with our school office to let us know. Our office staff will inform the relevant Tutor Teacher and Principal Teacher Pupil Support/Additional Support Needs.

Our Associated Primary Schools

Braehead Primary School Carnwath Road Braehead Forth LANARK ML11 8EY	Head Teacher	Ms J Brebner
Carmichael Primary School Thankerton BIGGAR ML12 6PG	Head Teacher	Ms J Brebner
Carstairs Primary School Avenue Road Carstairs LANARK ML11 8QF	Head Teacher	Ms A Sneddon
Carstairs Junction Primary School Coronation Street Carstairs Junction LANARK ML11 8QY	Head Teacher	Mrs A Murray
Douglas Primary School Ayr Road Douglas LANARK ML11 0QA	Head Teacher	Mr G Beck
Kirkfieldbank Primary School 144 Riverside Road Kirkfieldbank LANARK ML11 9JS	Head Teacher	Mrs J Deacon
Lanark Primary School Rhyber Avenue LANARK ML11 7HQ	Head Teacher	Mrs M Scott
New Lanark Primary School 64 New Lanark Road New Lanark LANARK ML11 9BY	Head Teacher	Mrs M Wilson
Rigside Primary School Muirfoot Road Rigside LANARK ML11 9LY	Head Teacher	Mrs M Thomson
Robert Owen Memorial Primary School Smyllum Road LANARK ML11 7BZ	Head Teacher	Mr D Lynas
Underbank Primary School 154 Lanark Road Crossford CARLUKE ML8 5QQ	Head Teacher	Ms M Miller

While St Mary's Primary School, Lanark, is not one of our associated schools, parents who wish to enrol their children in Lanark Grammar School do not require to make a placing request.

St Mary's Whitelees Road Lanark ML11 7LE	Head Teacher	Mrs J Droy
---	--------------	------------

3)	Parental Involvement
-----------	-----------------------------

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

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

As a parents/carers we want you to be:

- Welcomed and given an opportunity to be involved in the life of the school;
- Fully informed about your child's learning;
- Encouraged to make an active contribution to your child's learning;
- Able to support learning at home;
- Encouraged to express your views and involved in forums and discussions on education related issues.

To find out more on how to be a parent helper, or a member of the Parent Council just contact the school or visit our website.

Some useful information contacts for parents to find out more on education are as follows:-

- Parentzone – www.parentzonescotland.gov.uk
- Engage Parent Forum – www.engageforeducation.org
- National Parent Forum for Scotland – www.educationscotland.gov.uk/parentzone
- South Lanarkshire Council – www.southlanarkshire.gov.uk

Parent Council

Our Parent Council meets once a month, usually on the first Monday of each month at 7:00pm. Mrs Hazel Wishart is the Parent Council Chair and can be contacted via our school office.

The main aim of our Parent Council is to ensure that our children have an effective, safe environment in which to learn, and that all pupils are enabled to reach their full potential. This requires many things including good communication between parents and school. The Parent Council is one of the ways in which Lanark Grammar provides a link between school and parents. We strive to create a constructive environment in which to discuss whole school issues; these issues can be brought up by the school, or by the parents. We represent the views of parents and carers, and support the Head Teacher and his staff.

A warm welcome awaits those Parents or Carers who would like to join us at our monthly meetings. You can also get in touch with us via the school office.

4)	School Ethos
-----------	---------------------

In order for school communities to function effectively, a commitment to an underpinning set of values by all those who are connected with it is essential. Working together with pupils, parents, staff and our wider community is deeply important to us in continuing to nurture and enhance our welcoming, hard working and community driven ethos.

Our day-to-day actions reflect the values that we hold dear, values which have meaning to us, that were created by us, and are befitting of a school in the 21st century. We pride ourselves on the commitment of our pupils, parents and staff, who acknowledge the importance of their contribution and commitment to our school community. We are dedicated to celebrating our values, enhancing our community's understanding of how they can contribute to our ethos and encourage everyone to play their part.

Education is a journey that far exceeds exam qualifications. As a community, we enjoy offering extra curricular opportunities, unwavering support and encouragement to all. Success comes in many different shapes and forms and we are delighted to celebrate the success of all our community members.

We strive to be a community that makes all our members feel safe, valued, included and supported to be the best they can be.

VALUES

Following extensive consultation with pupils, parents, staff, and our wider community, we are delighted to publicise our chosen school values. We believe our values will prepare young people for life beyond school, for jobs that don't yet exist, enable them to contribute positively to society as well as being confident and skilled. We are incredibly proud of and are committed to nurturing our values in all our pupils.

Achievement

All members of our community know the importance of passing exams and attaining formal qualifications. We also encourage, promote and recognise the many achievements of our school community members who get involved in a wide range of activities in and out of school. We build confidence, raise aspirations and improve motivation. We celebrate and reward the successes of our members.

Community

We work in partnership with pupils, parents, staff and our local community to support and encourage personal development, achievement and attainment. We promote collaborative working between pupils, parents and staff to support each other in learning and in

developing our shared values. We, our school and community partners, ensure that opportunities for success are made available for everyone. Our community is built on friendship, loyalty, honesty and trust.

Endeavour

We aim to be the best we can be by setting ourselves aspirational targets and being determined to reach them. We encourage and support each other in our learning and development, sharing our knowledge and talents. We work hard, always giving our very best. We take responsibility for our own learning and success, asking for support and help when needed. We actively support and encourage the learning and successes of others.

Enthusiasm

We believe that every day holds endless opportunities to learn and develop ourselves as individuals and as a school community. We look on challenges as positive experiences that help us grow. We celebrate our success and see value and worth in continually improving. We are energetic, excited and prepared to give our best in every situation. We encourage each other to be positive, focussed and determined to succeed.

Equality

We are a school that celebrates diversity. A school in which different needs are acknowledged and catered for. Where everyone contributes to the creation of a safe environment in which to learn and work. We are a community in which all members, pupils, parents and staff, are afforded the same opportunities irrespective of difference. Recognising the rights of others, we consider them in all we do. We work in partnership with each other in a supportive and encouraging manner. We care for the welfare of everyone in our school community.

Respect

We respect ourselves by caring for ourselves, believing in ourselves and having confidence. By caring for and believing in each other, allowing the other person to be true to themselves and not thinking less of them for it, we respect each other. Looking after our school building, classrooms and resources allows everyone to have a pleasant learning and working environment. Our sense of community is evident beyond our physical school building. Our actions in and around our community will show and encourage respect by being kind, thoughtful and valuing others and their property.

School Motto

Working with our Pupil Council we created a new school Motto befitting of our history, present and future. We agreed that the Motto should be:

- Understood by our school and wider community
- Positive
- Inspiring
- Encouraging
- Inclusive of everyone
and
- Encapsulate our values (Achievement, Community, Endeavour, Enthusiasm, Equality and Respect)

As our Motto belongs to our whole community, both pupils and staff voted for their choice from possible Mottos created by the pupil council. Our Motto encapsulates every aspect of life at Lanark Grammar School.

Learning – Growing - Succeeding.

School Aims

On completion of our school motto, and following on from previous dialogue with staff, we shall establish our school aims that will embrace our values and embrace our commitment to providing an excellent learning experience for all, focuses on the school's role in the community and how it works with organisations, bodies and persons who work with the school, and how it promotes positive behaviour, good relationships and motivates pupils.

Equal Opportunities and Social Justice

Lanark Grammar School aims to ensure that no pupil is disadvantaged in any aspect of school life and that there is equality of opportunity for all regardless of gender, religion, racial origin, disability and other 'protected characteristics' in line with the Equality Act, 2010. The Equal Opportunities Working Group leads the promotion of equality in all aspects of school life.

- Principal Teachers Pupil Support/ASN monitor choice of subjects at points of transition to detect any influence of gender or any other stereotyping as a factor affecting pupil choice;
- all areas of the curriculum are monitored as part of our equality duties;
- the Social Education Programme, including Careers Education, is regularly reviewed to ensure that it promotes equality of opportunity throughout its content;
- the same is true of resources and teaching approaches for all subject areas;
- monitoring, tracking and reporting are used to review any potential inequality for learners so that teachers can target and support pupils to meet their learning needs; and
- if you require further information, please contact Miss Pollock, Depute Head Teacher, or Mrs Ewing, PT Pupil Support, who lead our developments in Equal Opportunities

Citizenship

Clearly, schools have a major focus on learning and teaching and pupils' attainment in certificate examinations. However, schools are also about developing individuals to recognise the importance of contributing effectively to our school, the wider community and society in general, and being a responsible citizen both now and in the future, and this comes through in our school values.

Young people learn most about citizenship by being active and responsible citizens. The school aims to provide opportunities for pupils to take on responsibilities and exercise choice. Through our Pupil Council all pupils are given a voice via their chosen representative to participate in influencing decisions made by the school management which

affect their school lives. Areas of focus have been Health Promoting Schools, Eco Schools, structure of the school day, and various school policies. Recently, our Pupil Council were very involved in the creation of our school values and motto.

Pupils are also encouraged to go out into the wider community and some help in our local primaries, and other organisations in Lanark and Clydesdale. In addition, every year our S3 pupils carry out a week of work experience in many of our local businesses.

Pupils also participate in various charity and fundraising events throughout the session, such as supporting St Andrew's Hospice, and this session's Charities Week was to raise monies for the Beatson Cancer Charity raising £3,600 through a variety of activities.

"Champions for Change" is a group made up of pupils from S1 to S6 which challenges sectarianism. Events were organised, such as inter faith football matches, which we played in, and fundraising events to raise awareness of the issue. We hope with further recognition we can make an impact on the community of Lanark and make all people appreciate that there shouldn't be any hatred between football teams and most importantly people of different religions. Lanark Grammar achieved the "Champions for Change" accredited status for the school in June 2014, from the charity "Nil by Mouth". This shows we display high levels of commitment to the issue of sectarianism.

James McClafferty and Ben Campbell S3

We also have a continuing commitment to supporting children and communities in Kenya. So far this session (from August to December 2014), we have raised £6519, an amazing sum and testimony to the community spirit of our school.

The school enjoys a positive relationship with its local community, gaining sponsorship for competitions and many donations for its fundraising ventures.

It is hoped in the future to expand the links with the local community and highlight to pupils the importance and benefit of being involved with their local area.

Celebrating Success

Celebrating the achievements of our pupils is a fundamental aspect of our work. Through recognising and celebrating the many diverse achievements of our pupils we can let them know we value their commitment and the contribution they make in creating and sustaining a positive and success-related culture.

There are two annual Prizegiving ceremonies held each session: our Senior Prizegiving for pupils in S4-S6 and our Junior Prizegiving for pupils in S1-S3. Merit and Endeavour prizes are awarded at these ceremonies. To recognise wider achievement, we award pupils in S1-S3 with Citizenship certificates to acknowledge their success in both the school and community through a Celebrating Success Assembly during the summer term.

Fundraising

At Lanark Grammar School we support many charities through whole school fundraising. Over the last few years we have made donations to both national and local charities including St Andrew's Hospice, Kenyan Orphans, Yorkhill Hospital, The Little Haven, The Teenage Cancer Trust and The Beatson Cancer Charity. Fundraising and awareness raising of what these charities represent is an important factor in a young person's education so through various activities, including the Tinto Hill Climb, a 5k race around Strathclyde Park, a Charity Week and many sporting challenges, we create fun opportunities for all pupils, parents, extended family, teaching staff and support staff to help contribute to making a difference.

Being part of the S6 Charity Committee this year has been fantastic! My highlights of the Charity Week #Beat it for the Beatson had to be the moments that involved our whole school community, for example sponging the teachers and the stomach churning Bush Tucker Trial. The atmosphere and energy created within the school is something that I will remember forever. It was an honour and a privilege to be a part of raising money which will help change the lives of others.

James Barr, School Captain (S6)

Rights Respecting Schools

Lanark Grammar School is working towards Level 1 of UNICEF's Rights Respecting Schools Award, an initiative recognising achievement in putting the United Nations Convention on the Rights of the Child at the centre of our school's planning, policies, practice and ethos.

The working group has completed an audit of existing good practice and identified areas for development to ensure that rights and respect are modelled in all relationships in our school. Our action plan has been finalised and staff completed activities during INSET days to develop their knowledge of the award. When the required evidence of our work towards Level 1 has been gathered we will invite UNICEF external assessors to evaluate our effectiveness.

5)	The Curriculum
-----------	-----------------------

Curriculum for Excellence is the name given to the new curriculum in Scotland for all children and young people aged 3-18. It is a forward; looking, coherent, more flexible and enriched curriculum that provides young people with the knowledge, skills and attributes they will need if they are to flourish in life, learning and work, now and in the future.

The curriculum includes all of the experiences that are planned for children and young people to support the development of their skills, wherever they are being educated, for example in the family and community, pre-school centre, nursery and school. This broad, general education will allow them to become successful learners, confident individuals, responsible citizens and effective contributors to life in the 21st century.

In taking this forward our school will work closely with South Lanarkshire Education Resources and other services to enable Curriculum for Excellence to be fully embedded, ensuring the best possible education for all children and young people. We wish you to feel confident that your child is encouraged and supported to develop their literacy, numeracy and other skills whilst they attend our school.

The curriculum areas are as follows:

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

If you want to know more about Curriculum for Excellence, please visit website www.curriculumforexcellence.gov.uk or www.parentzonescotland.gsi.gov.uk

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

Level	Stage
Early	The pre-school years and Primary 1 or later for some.
First	To the end of Primary 4, but earlier or later for some.
Second	To the end of Primary 7, but earlier or later for some.
Third	Secondary 1 to Secondary 3, but earlier for some the fourth level broadly equates to SCQF level 4.
Senior Phase	Secondary 4-6 and college or other means of study.

Like many schools in Scotland, we are planning our curriculum so that pupils will work across the third and fourth levels within Curricular Areas throughout S2 and S3 and progress to the fourth level as and when they are ready with a degree of choice and specialisation in S3.

Within Curriculum for Excellence pupils have specific entitlements from which they should benefit and which have a positive impact on their experiences.

They are entitled to:

- a curriculum which is coherent;
- the opportunity to obtain qualifications as well as develop the four capacities (successful learner; confident individual; responsible citizen; and effective contributor);
- opportunities to develop skills for learning, life and work with a continuous focus on literacy, numeracy and health and wellbeing;
- personal support to enable them to gain as much as possible from the opportunities that CfE can provide; and
- support in moving to a positive and sustained destination beyond school.

Broad General Education (S1-S3)

Scottish education has long been based on a strong commitment to maintaining breadth in the range of areas covered in the school curriculum. All pupils have an entitlement to a 'Broad General Education' which is a central design feature of Curriculum for Excellence.

The Broad General Education stretches from age 3 to the end of S3 (or S1-S3 for secondary schools). After this phase, pupils move on to the Senior Phase (S4-S6) where pupils will focus significantly on attainment of certificated courses.

The core national expectations for the Broad General Education are described through Experiences and Outcomes. All schools are expected to ensure that all pupils have the opportunity to experience all Experiences and Outcomes across all 8 Curricular Areas up to and including the third curriculum level – as far as this is consistent with their learning needs and prior attainment.

This does not mean that all pupils will follow a common programme of learning throughout S1-S3. Effective learning depends upon personalisation and on enhancing learners' motivation by giving them opportunities to influence what they learn. This is why we have introduced a degree of personalisation and choice during the Broad General Education offering pupils choice in their learning pathways but ensuring they remain in all 8 Curricular Areas.

The hyperlink below will take you to a booklet produced by Education Scotland for parents on the Broad General Education: 'Broad General Education in the Secondary School – A Guide for Parents and Carers'

http://www.educationscotland.gov.uk/resources/b/genericresource_tcm4725663.asp?strReferringChannel=parentzone&strReferringPageID=tcm:4-634353-64

Senior Phase (S4-S6)

Curriculum for Excellence brings a Senior Phase context for pupils moving on from the Broad General Education. All of our pupils in S4-S6 are part of the Senior Phase group selecting courses from one Option Form. This will provide them with opportunities to select courses in Curricular Areas and at levels which best meet their individual needs.

S1–S3 Courses

Liaison with our associated Primary Schools, and all Primary Schools which our prospective S1 pupils attend, ensures continuity of education at the important transition stage between Primary and Secondary. Significant work has taken place between secondary and primary school staff to foster strong curricular links in addition to liaison about care and welfare aspects of supporting pupils' transition.

In S1, pupils follow a common course and are in mixed ability classes with the exception of Mathematics. Pupils remain in set classes in Mathematics across the Broad General Education.

At the end of S1, pupils make choices within two curriculum areas. Pupils choose two subjects from both Expressive Arts and Science. In addition to their Science choices they will also study Core Science. The S2 curriculum, therefore, has a degree of personalisation while still adhering to the principles of a Broad General Education.

At the end of S2, pupils continue with their choices from S1 but also make further choices within three curriculum areas. They choose two subjects from both Social Subjects and Technologies as well as a second foreign language. In addition, the balance of time in Science is altered to two periods of two discrete Sciences and no Core Science.

Curricular Provision Across S1, S2 and S3

Curricular Area	Subject	Period Allocations		
		S1	S2	S3
Languages	English	4	4	4
	Foreign Languages	3	3	3
Mathematics	Mathematics	4	4	4
Science	Science	4	3	4
Social Subjects				4
	Classical Studies	0	0	
	Geography	1	1	
	History	1	1	
	Modern Studies	1	1	
Technology				4
	ICT*	2	3	
	Home Economics*	2	1	
	Technical	1	2	
Expressive Arts			4	4
	Art & Design	1		
	Drama	1		
	Music	1		
Health & Wellbeing				
	Physical Education	3	3	3
	SE	1	1	1
	RME	1	1	1
	Home Economics*			
	Learning to Learn	1		
Tutor		1	1	1
Total		33	33	33

*ICT in S3 offers 3 discrete subjects ie Administration and IT; Business; and Computing Science

*Home Economics contributes to both Technology and Health & Wellbeing

Choosing at the end of S1

Expressive Arts – pupils choose to continue with 2 subjects from 3 (2 from Art, Drama and Music for 2 periods each).

Science – 1 period of core plus 2 periods of choice (2 from Biology, Chemistry, Physics for 1 period each).

Choosing at the end of S2

Social Subjects – pupils choose to continue with 2 subjects from 3 (2 from Geography, History and Modern Studies for 2 periods each).

Technology – pupils choose to continue with 2 subjects from 5 (2 from Admin & IT, Business, Computing Science, Health & Food Technology and Technical for 2 periods each).

Foreign Language – pupils study French for 2 periods. During the 3rd period, pupils gain experience of an additional Foreign Language from a choice of German and Latin.



LANARK GRAMMAR SCHOOL

S2 Curricular Choices – 2014

Name _____

Class _____

During S2, pupils will continue to study subjects from each of the 8 Curricular Areas but with an element of choice as follows:

- Expressive Arts – pupils choose to continue with 2 subjects from 3 (2x2 periods).
- Science – 1 period of core plus 2 periods of choice (2 from Biology, Chemistry, Physics for 1 period each).

Please indicate your preferences in Expressive Arts and Sciences by entering numbers 1 and 2 in each column. The shaded boxes represent Core subjects which will continue in S2.

Please complete the form below after discussion with your parents and Pupil Support Teacher.

Expressive Arts		Health and Wellbeing		Languages		Mathematics		Social Studies		Sciences		RME		Technologies	
Art & Design		Physical Education		English		Mathematics		Geography		Biology		RME		ICT	
Drama		PSE		French				History		Chemistry				Home Economics	
Music								Modern Studies		Physics				Technical	
4 Periods		4 Periods		7 Periods		4 Periods		3 Periods		3 Periods		1 Periods		6 Periods	

Signature of Pupil

Date

Signature of Parent

Date

Signature of Pupil Support Teacher

Date



LANARK GRAMMAR SCHOOL

S3 Curricular Choices – 2014

Name _____

Class _____

During S3, pupils will continue to study subjects from each of the 8 Curricular Areas based on choices made at the end of S1. In each Choosing area, pupils will study 2 subjects for 2 periods per week. Further preferences are now required in the Social Studies and Technologies areas.

Please complete the form below after discussion with your parents and Pupil Support Teacher. Any specific issues arising from this should be discussed with your Pupil Support Teacher.

Core Subjects									
Curricular Area									
HWB	Pds	Languages	Pds	Mathematics	Pds	RME	Pds		
Physical Education	3	English	4	Mathematics	4	RME	1		
PSE	1	Foreign Languages	3						
Choosing (Please indicate your preferences in Foreign Languages, Social Studies and Technologies by entering numbers 1 and 2 in each column.)									
Curricular Area									
Expressive Arts		Foreign Languages		Social Studies		Sciences		Technologies	
Art & Design		German		Classical Studies		Biology		Administration & IT	
Drama		Latin		Geography		Chemistry		Business	
Music				History		Physics		Computing Science	
				Modern Studies				Health & Food Technology	
								Technical	

Signature of pupil:

Signature of parent/carer:

Signature of Principal Teacher Pupil Support/ASN:

Transition to the Senior Phase: S3-S4 and S4-S5/S5-S6

In order to ensure that the parents of pupils entering or moving through the Senior Phase are fully aware of the processes for Option Choices, we shall publish a Parents' Option Choice Information Booklet in January 2015 outlining our processes and support for pupils at these important transition points. S3 pupils will be working in Social Education with their Principal Teacher Support/Additional Support Needs to look at potential courses of study and what the content of these courses will be and will have an individual interview to discuss and refine their options. Pupils in S4 and S5 will continue to have individual interviews with their Principal Teacher Support/Additional Support Needs to do likewise.

During the Senior Phase, pupils will undertake courses which will lead to certification by the Scottish Qualifications Authority (SQA); other courses such as ASDAN (see below); and wider achievement opportunities. Pupils will select courses with a direct link to their intended post-school destinations for example, employment, training, Further or Higher Education.

ASDAN (Award Scheme Development and Accreditation Network)

ASDAN course provision is available as an alternative qualification to SQA for some pupils. It embraces the philosophy of Curriculum for Excellence, meeting the needs of each individual learner. ASDAN has a wide range of courses and levels across a variety of different subject areas.

During S1 - S3 pupils have already had the opportunity to personalise their learning journey through making a number of choices within specific Curricular Areas. In moving into the Senior Phase, pupils have much greater scope to make choices which are particular to them and their future intentions.

Following extensive consultation with the school community, it was decided that pupils moving in to S4 would undertake 6 courses for 5 periods per week.

It is our advice and recommendation that all pupils entering S4 should follow courses in both English and Mathematics. This means that pupils would then have 4 other courses of study to select.

In making course choices it has always been our advice that pupils should consider taking courses where their previous attainment has been positive and where they have experienced success. It is also important that pupils enjoy the focus of course content and are motivated to study specific contexts. Finally, it is essential that pupils study courses which have a direct link to their current post-school destination intentions.

At times, pupils can be influenced by the course choices which their friends may be making or because they may like, or dislike, a particular teacher. We would not consider these to be appropriate reasons for making course choices.

In addition, parents may wish to access the following websites which contain respectively information on University courses and careers information.

www.ucas.co.uk Course Search
www.planitplus.net Career Zone and Learning Zone

The hyperlink below will take you to information produced by Education Scotland on the Senior Phase.

<http://www.educationscotland.gov.uk/thecurriculum/whatcanlearnersexpect/seniorphase.asp>

S4/5/6 Courses

A wide variety of National Qualifications Courses and Units is offered in the Senior Phase and we encourage our students to maximise the use of their time in S4, S5 and S6.

National 1, National 2, National 3 and National 4 courses will be marked and assessed by teachers within individual schools. The SQA will check assessments to ensure that assessment judgements are consistent and meet national standards.

National 4 courses will include an Added Value Unit. In order to pass a course at National 4 pupils will need to pass all the Units plus an Added Value Unit assessment which will be set and marked by teachers within schools. The nature of the Added Value Unit task differs from course to course: a few examples are listed below:

English – writing an essay of 700-800 words

Mathematics – sitting 2 examination papers

Art & Design – producing a piece of expressive art in response to a stimulus

Geography – completing an assignment undertaken in class based on research work carried out previously on field trips

Music – performing an agreed programme of Music

National 5, and Higher and Advanced Higher, courses also include units which are assessed and marked by teachers in school. In order to pass a course at National 5, and Higher and Advanced Higher, pupils must pass all the unit assessments plus a course assessment. Course assessments will be marked by SQA as at present.

Course assessments will normally be carried out using one or two assessment methods from seven possible types:

- assignment
- case study
- practical activity
- performance
- portfolio
- project
- question paper/test

SQA are working in collaboration with all Local Authorities and schools to ensure that assessment standards are being met in all courses being delivered through a programme of verification (checking).

Courses at National 1, National 2, National 3 and National 4 will be assessed on a pass or fail basis. Courses at National 5, and Higher and Advanced Higher, will be graded A to D or No Award.

The National Parent Forum of Scotland has produced a series of documents called 'Nationals in a Nutshell' which summarise the key aspect of each course. These can be accessed at <https://blogs.glowscotland.org.uk/glowblogs/NPF/nationals-in-a-nutshell/>

New National Qualifications link to previous courses as below. All certificated courses sit with the Scottish Credit and Qualifications Framework (SCQF) as illustrated below.

New National Qualification	Previous Qualification	SCQF*
National 1	Access 1	Level 1
National 2	Access 2	Level 2
National 3	Foundation/Access 3	Level 3
National 4	General/Intermediate 1	Level 4
National 5	Credit/Intermediate 2	Level 5
Higher	Higher	Level 6
Advanced Higher	Advanced Higher	Level 7

*Scottish Credit and Qualifications Framework

Many of our pupils with Additional Support Needs will undertake SQA Units and Courses but often augment such qualifications with additional certification through ASDAN and through wider learning experiences.

You can find out more about the new qualifications and how they compare with existing qualifications at www.sqa.org.uk/scqf

Advanced Higher

This is the highest level of course attainment available in secondary schools. Courses at this level are normally undertaken by pupils who have obtained a Higher Grade pass at A in that subject.

Not all Higher Courses can be carried to Advanced Higher in S6 but we shall continue to do all that we can to ensure continuity of course study.

Pupils with Severe and Complex Additional Support Needs

Pupils within our complex provision are taught in composite classrooms. Pupils experience the Broad General Education and Senior Phase in a similar way to their wider school peers and have a breadth of subjects from each of the 8 curricular areas. Both the class teacher and subject specialists work together to deliver the curriculum to our pupils.

Pupils within the department have the opportunity to experience the Experiences and Outcomes from Early Level up to the Third curriculum level. Pupils within the complex department will, at times, require the Experiences and Outcomes to be broken up into smaller, easier to measure sections.

Pupils will have an element of choice and personalisation in their curriculum from S1 through to S6. As well as school-based coursework, pupils across the department access the local community to supplement their learning. In this environment pupils are exposed to real life situations that enhance lifeskills, build confidence and promote independence.

In our Senior Phase, pupils aim to attain a range of National Qualifications as well as ASDAN certification. Pupils will have a one-day a week college placement during S5 and S6 that can lead on to a two-year college course. They are also given the opportunity to access a wide range of vocational activities available in the local community.



National Qualifications: Assessment overview

National Qualification	Assessment context	Process	Grading
National 1	Internal	Assessed by staff in school and verified (checked) by SQA	Pass or Fail
National 2	Internal	Assessed by staff in school and verified (checked) by SQA	Pass or Fail
National 3	Internal	Assessed by staff in school and verified (checked) by SQA	Pass or Fail
National 4	Internal	Assessed by staff in school and verified (checked) by SQA	Pass or Fail
National 5	Internal and external	Units assessed by staff in school and verified (checked) by SQA – plus course assessment marked by SQA	A to D and No Award
Higher	Internal and external	Units assessed by staff in school and verified (checked) by SQA – plus course assessment marked by SQA	A to D and No Award
Advanced Higher	Internal and external	Units assessed by staff in school and verified (checked) by SQA – plus course assessment marked by SQA	A to D and No Award



Please complete the form below after discussion with your parents and Pupil Support Teacher. Subjects available are listed below. Any specific issues arising from this should be discussed with your Pupil Support Teacher.

A	B	C	D	E	F
English	Mathematics	Mathematics	English	Accounting	English
Chemistry	Practical Craft Skills	Administration and IT	Geography	Art and Design	Biology
Music: Performing	History	Business Management	Graphic Communication	Chemistry	Classical Studies
Music: Technology	Modern Studies	Drama	Health and Food Technology	Creative Arts	Computing Science
Physical Education	Physics	French	Hospitality	German	Design and Manufacture
			Latin	History	Spanish

- Choose one subject in each column.
- You must choose English and Mathematics.
- Do not choose any subject more than once.
-

Column	Subject	
A		
B		
C		
D		
E		
F		

Signature of Pupil		Date	
Signature of Parent		Date	
Signature of Pupil Support Teacher		Date	

Please return this form to your Principal Teacher Pupil Support/ASN by *



Please complete the form below after discussion with your parents and Pupil Support Teacher. Subjects available are listed below. Any specific issues arising from this should be discussed with your Pupil Support Teacher.

A	B	C	D	E	F
English	Mathematics	Mathematics	English	Accounting	English
Chemistry	Practical Craft Skills	Administration and IT	Geography	Art and Design	Biology
Music: Performing	History	Business Management	Graphic Communication	Chemistry	Classical Studies
Music: Technology	Modern Studies	Drama	Health and Food Technology	Creative Arts	Computing Science
Physical Education	Physics	French	Hospitality	German	Design and Manufacture
			Latin	History	Spanish

- All pupils should select a course in each of the six columns with the following possible exception
- Pupils undertaking 5 Higher courses may wish to undertake courses in 5 columns only. This will be discussed when pupils meet with their Principal Teacher Pupil Support/Additional Support Needs

Column	Subject	
A		
B		
C		
D		
E		
F		

Signature of Pupil		Date	
Signature of Parent		Date	
Signature of Pupil Support Teacher		Date	

Please return this form to your Principal Teacher Pupil Support/ASN by *



Please complete the form below after discussion with your parents and Pupil Support Teacher. Subjects available are listed on the reverse of this form. Any specific issues arising from this should be discussed with your Pupil Support Teacher.

A	B	C	D	E	F
English	Mathematics	Mathematics	English	Accounting	English
Chemistry	Practical Craft Skills	Administration and IT	Geography	Art and Design	Biology
Music: Performing	History	Business Management	Graphic Communication	Chemistry	Classical Studies
Music: Technology	Modern Studies	Drama	Health and Food Technology	Creative Arts	Computing Science
Physical Education	Physics	French	Hospitality	German	Design and Manufacture
			Latin	History	Spanish

Column	Subject	
A		
B		
C		
D		
E		
F		

Wider Achievement	
School Involvement	
Paired Reading	
Sports Leader	
Dance	
Photography	

Signature of Pupil		Date	
Signature of Parent		Date	
Signature of Pupil Support Teacher		Date	

Please return this form to your Principal Teacher Pupil Support/ASN by *

Information and Communications Technology

The Curriculum is supported through the use of ICT to enhance learning and teaching. Our computers are modern PCs running industry-standard software for the core applications.

Computers are provided in every classroom to allow learning and teaching to be enhanced through the use of LCD projectors. In addition, there are 7 computer labs across the school where pupils can be involved in individualised learning through hands-on experience of a wide range of educational software applications.

Our school library is also equipped with 15 computers to enable pupils to use a diverse range of resources, both traditional and technological.

We have recently enhanced our computer provision with the addition of 2 mobile units. The units are equipped with 20 or 30 minibooks which connect to our computer network via wireless access points. These points are located throughout the school allowing the mobile units to be used in any classroom.

Work Experience

A key part of our pupils' educational experience in S3 is a week long work experience programme. Some pupils choose a placement from the South Lanarkshire Council's WorkIT programme which they can access electronically, while others arrange their own work experience which needs to be checked and approved by SLC's Health and Safety division. The vast majority of pupils participate in the programme. The experiences they go through in this week are, in many ways, their first experience of the 'real' world. It is a week which points the way to their future and certainly makes them aware of the importance of building that future on a firm base of knowledge and skills.

By the time pupils are in S5 and S6, work experience is still available to them, though, at these stages, it is organised very much on an individual basis and it is nearly always linked to the type of courses they might want to study at college or university or the area of employment they wish to enter upon leaving school.

Lanark Grammar School has close links to many local professionals and businesses through the Lanark Rotary Club and Business Group and placements may be accessed through this route or by self arrangement.

Spiritual, social, moral and cultural values (religious observance)

Rights of Parents / Carers

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

There is a statutory provision for parents to withdraw children from participation in religious observance. This right of parents' wishes will be respected. Any parent who wishes to exercise this right should communicate with the appropriate Principal Teacher Pupil Support/ Additional Support Needs.

Where a child is withdrawn from religious observance, schools will make suitable arrangements for the child to participate in a worthwhile alternative activity.

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

Our School Community

We continually endeavour to build on our strong links with our school community. Our Chaplaincy Team: Father Jim Thomson; Reverend Susan Durham; Reverend Dan Gifvert and Reverend Bryan Kerr offer excellent support to the school through both formal activities such as assemblies and Church Services and through more informal aspects of care and welfare and involvement in the life of the school.

Religious and Moral Education

All S1 to S3 pupils have one period per week of Religious and Moral Education. The aims of our programme are based on South Lanarkshire Council policies, i.e. to encourage pupils to recognise religion as an important expression of human experience, to reflect on religious traditions within our community and beyond, to be aware of the consequences of religious commitment and to come to their own understanding of the meaning, value and purpose of life.

Religious, Moral and Philosophical Studies is delivered to S4 pupils via a series of inserts at identified points in the course of the year.

Pupils explore the whole area of rights and responsibilities, looking at real life case studies (religious and non-religious) and examining the areas where the rights of different individuals or groups overlap and what decision a society comes to in such circumstances. They also look at the responsibility everyone has in ensuring that the rights of others are respected.

Pupils have the opportunity to discuss and develop their own views on why evil and suffering exist in the world and who, if anyone, can be held responsible for it. Pupils look at religious and non-religious responses to this issue and through a range of activities, again related to real life case studies, develop their own thinking on these questions.

We hope to organise a formally run debate on a major moral issue of topical importance and have a number of speakers propose and oppose the motion. Pupils will be encouraged to ask questions and we plan to run two votes – one on the quality of the arguments put forward and one where pupils can show where they stand on the issue under discussion.

Our Chaplaincy Team involves Reverend Susan Durham; Reverend Dan Gifvert; Reverend Bryan Kerr and Father Jim Thomson contributing to our programme of Year Group and House Assemblies. These assemblies are very important features of school life and support significantly our promotion of an ethos of caring and responsibility and give pupils the opportunity to reflect on important issues in relation to their lives and the lives of others.

Reverend Alison Meikle left the parish of St Nicholas in November 2014 to take up a new post in Grangemouth. All within the school community would wish to thank her for 12 years of service as School Chaplain and helping us to shape our Chaplainly team and the focus of their work in supporting our school community.

Our end-of-term services at Christmas and Easter are held in Greyfriars, St Nicholas, and St Mary's Churches and involve a high degree of pupil participation.

The Chaplains are also available for pupils and staff to meet with and discuss any issues which may exist.

We value very highly the role our School Chaplains play in the life of the school and the support they offer to the school as a whole and to pupils on an individual basis.

Nurture

Nurture groups are a proven intervention for emotionally vulnerable children and young people. Children's needs are complex and varied but experiences within a nurturing environment greatly enhances the transition from Primary to Secondary School for our most vulnerable pupils. The aim of our Nurture Group in Lanark Grammar is to enable the pupils involved to experience a range of activities which will support them in their first year in Secondary School.

The selection of pupils for our Nurture Group is decided in consultation with Primary Head Teachers, Primary 7 teachers, our Educational Psychologist who had worked with pupils in Primary School, parents of pupils selected and the pupils themselves. This selection process is led by Mrs Gordon our Principal Teacher Additional Support Needs. Mrs Gordon liaises with our Educational Psychologist and the school makes use of the Boxall Profile which has aided Mrs Gordon in the selection of the children for the group. In our Nurture Room, Mrs Gordon works alongside Mrs Watson Acting PT Pupil Support and Gary McMillan our Active Breaks worker. Funding to furnish the Nurture room was supported by Integrated Children's Services and we now have a designated room where the pupils report to each morning at 8.15 am until the end of P1 at 9.45am.

The context for the pupils involved is very supportive and through building positive relationships with the adults involved they gain:

- Trust and security
- Awareness of their own feelings and those of others
- Visual and kinaesthetic awareness of themselves
- Awareness of the sensory qualities of things about them and their relationships
- Communication and language skills

Mrs Gordon and Mrs Watson have delivered presentations to staff so staff have a clearer understanding of the purpose of Nurture and how children can benefit from being part of this group. Mrs Gordon and her team have all received Nurture training which has allowed them to develop a meaningful programme of work for the pupils. They provide a range of domestic and personal activities including breakfast early in the day as well as activities that lead into and overlap with the appropriate age related curriculum. The response from the pupils involved has been excellent and by the end of S1 all pupils will be fully integrated into their S1 classes.

Staff, parents and pupils have already given positive feedback about this initiative. The good practice established this session will be built on for future sessions.

6)	Assessment
-----------	-------------------

Our Assessment Policy reflects our belief that there are key stages in each pupil's education when assessment of their learning should take place. Assessment is an important part of the learning process and can take a variety of forms. It can be used to provide feedback to teachers, pupils and parents of progress, strengths and development needs and therefore

shape future targets – this is known as formative assessment. It is also used at specific points to record pupils’ attainment in key aspects of their studies at a given point in time – this is known as summative assessment.

Pupils can also be involved in assessment through self- and peer-assessment. This is where they assess their own work or the work of their fellow pupils against set criteria. Such processes help pupils to understand the standards they must reach to attain successfully and to set next steps in their learning journeys.

During the Broad General Education period (S1-S3) pupils’ progress within Curriculum for Excellence Levels is assessed against the extent to which they are considered to be developing, consolidating or secure in specific aspects of Experiences and Outcomes of the courses which they are studying.

With the ongoing implementation of Curriculum for Excellence, contexts for assessment during the Broad General Education will increasingly include what pupils say, make and do as well as write. This will create a more diverse context for assessment which will be of benefit to pupils given the wide range of skills which they possess and are developing.

Assessment tasks in the Broad General Education are wholly set by staff within the school but as pupils move in to the Senior Phase of their education (S4-S6) they will begin to undertake assessments which are either set by the Scottish Qualifications Authority (SQA) or based on specifications set down by SQA. These assessments may be marked internally by school staff with external verification (checking) or assessed by SQA.

The school operates a programme of continuous assessment with opportunities in S4, S5 and S6 for a formal assessment diet for pupils undertaking courses that have an external examination component. This is usually held in January of each session.

Pupils in S4, S5 and S6 will also undertake Unit assessments as they work their way through their courses. Passing these Unit assessments brings attainment success in itself and can lead to an overall Course Award at National 1, National 2, National 3 and National 4 Levels. At National 5, Higher and Advanced Higher Levels, Unit attainment is an essential aspect of overall course attainment along with an external assessment element. This is often a question paper/test but can also consist of one or two of the following assessment models: assignment; case study; practical activity; performance; portfolio; or project.

Subject departments build up detailed pupil records and profiles to summarise progress and future targets and communicate with parents regarding pupils’ progress. A reporting to parents’ schedule is contained within this Reporting section of our Handbook.

7)	Reporting
-----------	------------------

Reporting will be ongoing and comprise of a range of activities which can include children presenting their learning, newsletters, and ongoing oral discussions.

We will provide parents with reports so that you can see what your child is doing and how they are progressing. In addition, there will be parents’ meetings which offer you the opportunity to discuss how your child’s progressing and how you can contact the school if you wish further information. The school will offer you an appointment time so that you can visit in person to discuss your child’s education.

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

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

Calendar of Reports and Parents' Evenings

Reports to parents come in two formats: Full Reports (FR) which are issued once per session and contain detailed information and teachers' comments on progress; and Monitoring Reports (MR) which are issued a number of times per session and contain information on behaviour, effort and homework. Our calendar of reports is as follows:

S5/6	Report to Parents	MR	October
	Report to Parents	FR	November
	Parents' Evening		December
	S5 Parents' Information Evening		January
	Report to Parents	MR	March
S4	Report to Parents	MR	October
	Report to Parents	FR	November
	Parents' Evening		November
	S4 Parents' Information Evening		January
	Report to Parents	MR	February
S3	Report to Parents	MR	October
	Report to Parents	FR	January
	S3 Parents' Information Evening		February
	Parents' Evening		February
S2	Report to Parents	MR	October
	Parents' Evening		February
	S1/2 Parents' Information Evening		March
	Report to Parents	FR	May
S1	Report to Parents	MR	October
	S1/2 Parents' Information Evening		March
	Parents' Evening		March
	Report to Parents	FR	May

MR: Monitoring Report

FR: Full Report

Parents' Evenings are teacher consultation opportunities.

Parents' Information Evenings focus on matters which relate to pupils' course choice

Homework

Lanark Grammar School recognises the essential role homework has to play in pupils' education.

It is an integral part of the curriculum and pupils are encouraged to adopt a positive attitude to homework.

While variations will be found between and within departments in its frequency and nature, homework offers opportunities for:

- reinforcement and review of class work
- development of study skills and self discipline
- promotion of independent study
- supporting areas of need
- developing strengths
- strengthening the liaison between home and school
- preparing pupils for the work pattern of further study beyond school and throughout life

The length of time spent on homework will vary according to year group and the course being studied. The type of homework given will range from written work, reading, research and study, to discussions with family members and project work. It is not always appropriate for homework to be a written exercise.

Parents can be of tremendous help by:

- providing the atmosphere and context necessary for good study
- checking your daughter's/son's homework, especially when asked to do so by a member of staff
- contacting the school if you think your daughter/son is not getting enough homework
- commenting in your daughter's/son's Diary Planner

At the beginning of each session, each pupil is provided with a Diary Planner and given instructions on how to use it. Throughout the session, Tutor Teachers, Class Teachers and Principal Teachers Pupil Support/Additional Support Needs will monitor each pupil's use of their Diary Planner. The Diary Planner is an extremely helpful resource for all pupils as it helps them to record and plan their homework activities. Parents are asked to inspect their daughter's/son's Diary Planner and sign it at the end of each week.

The homework diary/diary planner system is very useful in that it allows you to keep track of any homework that is given to you. It lets you see how long you have until each homework task is due and it becomes even more useful when important dates and deadlines are coming up. It teaches us to be able to learn to keep track as a skill like this will benefit us in the future. There are many positives about the homework diary but one negative is the writing space for each day – it's quite small if you have big handwriting and have more than one piece of homework due.

Christopher Campbell, S4

I find having the Diary Planner really helpful as it helps me keep track of homework and tests. I also find the Diary Planner useful as it has things such as a periodic table and maps at the back that I can use for school and homework.

Morven Gillespie, S3

We have ensured that the Diary Planner also contains important and helpful information for both pupils and parents. It is to be hoped that all parents will make use of this aid to helping improve their daughter's/son's education.

8)	Transitions
----	--------------------

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

We will also provide you with information at this time and on events designed to let P7 children visit the secondary school, meet up with other P7 children from other schools so that the transition period is as smooth as possible.

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

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

If you move outwith your catchment primary school a 'request to remain form' must be completed. If you move outwith your catchment primary, this may affect your right to transfer to the associated Secondary School. Please note the secondary school is determined by the pupil's permanent home address and chosen denomination. If you require further information, please contact Education Support Services on 01698 454102.

Primary – Secondary Liaison

One of the main aims of the transition process is to get to know each individual Primary 7 pupil by gathering information which will help support the pupil when they come to Lanark Grammar School in August. To do this we engage with the key personnel in the pupil's life: parents, P7 teacher, Primary Head Teacher, and Additional Support Needs staff. It is about building relationships which will help raise awareness and reduce pupils' and parents' potential concerns.

A full programme of Primary/Secondary liaison runs throughout the year and regular meetings are held between our own teachers and those of our associated primaries. In the second term, members of the Senior Management Team, the Pupil Support Team and Additional Support Needs Staff visit all primary schools to meet with the P7 pupils and to discuss the needs of individual pupils with our primary colleagues.

There is a two day visit to the school in June for all incoming S1 pupils, where they meet and work with the pupils in their new S1 class and, through following their S1 timetable, meet their new teachers. They will also meet their Principal Teacher Pupil Support and Additional Support Needs staff, who will support them in all aspects of their education throughout their time at school.

I liked the two day visit because I got to look around the school and see what I was going to be doing in August. The whole transition process was fun and interesting and we really got to know how the school works. I had a great time and felt really confident about starting S1.

Niamh Megahy, S1

Our transition programme also includes other activities to ease the transition for P7 pupils: The Enterprise Challenge involves P7 pupils from our associated primary schools working together on enterprising Mathematics, Science and Modern Languages activities and an Inter Primary School's Spelling Bee where teams of top spellers compete for the title.

For pupils with additional support needs, there are further transition visits to allow pupils to get to know one another prior to starting in August. This enhanced programme is in recognition of the fact that pupils with ASN come from a wide range of primary schools and will benefit from enhanced support in making this significant change.

The transition from primary to secondary was very easy as we already knew some of the teachers through the Spelling Bee and the Music Workshops. I really enjoyed these events.

Ewan Hornell, S1

Joint working is continuing to take place with our associated primaries to enhance curriculum provision at transition through the ongoing implementation of Curriculum for Excellence (CfE). This focus includes an emphasis at transition in Literacy, Numeracy, Modern Languages, Religious and Moral Education and Science (with other areas to come on board at a later date).

We hope that all of the above activities help us to gain an understanding of individual pupils, their curricular experiences and individual progress and, therefore how best to meet their needs.

I wasn't worried about moving up to LGS as we had a visit from one of the Pupil Support teachers and he told us lots of really useful things about what to expect when we started in August. That made me feel a lot better as I felt I knew a bit more about the school.

Emily Henderson, S1

9)	Support for Pupils
-----------	---------------------------

Getting it right for every child, (GIRFEC)

Getting it Right for Every Child (GIRFEC) was promoted and endorsed by the Scottish Government at the Children's Summit in 2010. There is a commitment to ensure that your child has the best possible start in life and to improve outcomes for children and families based on a shared understanding of their wellbeing. Most children make their journey from birth to the world of work supported by family and the universal services of Health and Education. The Named Person in education helps to make sure that the child's wellbeing is developing. The school will let you know the named person for your child. This is likely to be the headteacher in a primary school and the pupil support teacher in a secondary.

If you have any concerns you should speak to the Named Person who will work with you to address any issues and to ensure that your child gets any help needed at the right time.

More information can be found on: www.girfecinlanarkshire.co.uk and www.scotland.gov.uk/gettingitright

Support for All (Additional Support Needs)

Lanark Grammar School meets the needs of pupils with a wide range of Additional Support Needs. While there had always been a strong commitment to and provision for meeting recognised Additional Support Needs within the school, the range of pupils' needs has increased over the last few years and our promoted post structure, staffing levels and staff expertise have changed to plan for and respond to our developing provision. The school's specialist provision serves to manage the needs of a wide range of learners. Within the department we have three provisions.

The Autistic Spectrum Disorder provision supports pupils with ASD who are able to access the wider school curriculum. Pupils here follow the same timetable as their wider school peers but have a range of supports to allow them to do so. These supports include specialist staff in class, life skills classes and access to an ASD base that is staffed at all times. The Fully Supported provision supports pupils with a range of conditions who benefit from being taught in smaller classes. These classes often have an assigned member of Support staff and pupils will follow a similar curriculum to their wider school peers but at a slower pace. The Complex provision supports pupils with Severe and/or Profound conditions. Pupils are taught in very small classes with a high ratio of staff. Pupils still access a similar curriculum to that of their wider school peers. Specialist teachers will deliver the curriculum using a range of strategies that ensure pupils have the same opportunities and entitlements as others within the school.

Enquire (the Scottish advice service for additional support for learning) is funded by the Scottish Government to provide information on the framework for supporting children who

require additional support for learning and to encourage positive partnerships between families, schools and local authorities to ensure children get the right support.

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

Telephone Helpline: 0845 123 2303

Email Enquiry service: info@enquire.org.uk

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

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

If you would like to order our leaflets, postcards or guides to share with parents and carers of pupils in your school, please contact us on info@enquire.org.uk

The Education (Additional Support for Learning) (Scotland) Acts 2004 and 2009 set out an integrated approach to the delivery of services and support for young people. There is a wide range of factors which may give rise to additional support needs. Such factors fall largely into the following four categories:

- Learning environment
- Family circumstances
- Disability or health need
- Social and emotional factors

It is important to recognise that a young person may have additional support needs arising from one, a combination, or indeed all of the above factors. Likewise, additional support needs can be prolonged or enduring or indeed short lived. Notably, pupils who are particularly able or talented also fall into the category of having identified additional support needs. Indeed, almost all learners may require some additional support at some point in the school career. The school actively plans to meet the wide range of needs learners have. The two main plans which exist to support this are:

- Additional Support Plan (ASP). This plan now includes individual targets alongside the inclusion of a designated section for pupils who are "looked after away from home". The ASP will detail the factors giving rise to additional support needs as well as detailing the young person's strengths and targets/ development needs.
- Co-ordinated Support Plan (CSP). Where a CSP is required, it will have been recognised that the young person will require support from services outwith Education. The premise for opening a CSP is that interventions/support are/is significant enough to require co-ordination. The CSP is a statutory document which is subject to regular monitoring and review. Currently, we have seven young people within the school who have a CSP.

Inclusion is at the heart of Scottish education and is central to ensuring that all young people are provided with every opportunity to achieve their full potential. Whilst Inclusion has always featured as a key aspect of comprehensive education, recent legislation aims to ensure that each local education authority and individual school has a responsibility for meeting the individual needs of each individual pupil. The emphasis is therefore firmly centred on meeting individual needs.

It is important to recognise that Additional Support Needs legislation does not sit in isolation within Scottish education. It is interlinked with other prominent policies and developments such as the implementation of Curriculum for Excellence and the Getting it Right for Every Child (GIRFEC) agenda.

Should you have any concerns or queries relating to any aspect of Inclusion in general, or to the needs of your daughter/son in particular, staff working in this area will be glad to offer you any assistance.

Supporting young people's learning across the school is the shared responsibility of all staff, however there are specific designated staff who have a lead role in taking forward Inclusion and in supporting staff, teaching and non-teaching, to ensure that all pupils are supported in accessing an appropriate curriculum and in meeting the wide range of pupils' needs across the school.

Current specialist provision is led and managed by a Depute Head Teacher (Mr N Munogee), alongside an allocation of three Principal Teachers (Mrs A Miller/Ms G Williams, Mrs K Bennett/Mrs P Kerr and Mrs S Gordon). This staffing allocation is further complemented by the addition of another Principal Teacher (ASN), who has responsibility for Support for Learning, Mrs A Colquhoun/Mrs P Kerr fulfil this role.

I find these (review) meetings very helpful. I like hearing about all the positive comments made about me. I also like being a part of my own meeting and giving my thoughts. I also get to ask any questions and I get to find out about the support I can get from various people. I would say to all young people that it is a really positive thing to do.

S6 Student – Review Process

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

Pupil Support Structure

Within the school, Lanark Grammar School's model is based on a vertical House system, with pupils being assigned to one Principal Teacher Pupil Support who has responsibility for a House, and remaining with them throughout their time in school. Within our Specialist Support provision, support is provided for pupils through Principal Teachers of Additional Support Needs. Principal Teachers Pupil Support and Principal Teachers of Additional Support Needs give personal, pastoral and academic support to pupils, as well as monitoring progress, attendance, achievements and commitment to the positive life of the school.

Previously the commonly held view was that supporting pupils through secondary education fell to the Pupil Support teacher. *Education Scotland Supporting Learners – Self Reflection Resource* document makes it clear that all practitioners have a key role to play in delivering this entitlement. This document focuses on the following 10 key themes:

- Universal Support
- Targeted Support
- Ethos, Climate & Relationships

- Inclusion & Equality
- Role of the Key Adult
- Review of Learning & Planning Next Steps
- Meeting Learning Needs
- Achievement
- Planning for choices & Change
- Partnerships

It is important that we are all aware that this view and practice has now shifted to incorporate all practitioners when supporting young people. In Lanark Grammar School, the Principal Teacher Pupil Support/Additional Support Needs will serve as the key adult of the pupils in her/his caseload.

I feel that my Pupil Support Teacher is always there to support me in personal and curricular issues. I feel that my Pupil Support Teacher knows me very well and has a clear understanding of my needs both in my personal life and in school.

My Pupil Support Teacher has worked closely with me at important stages in my life eg option choices and my university application. This help has been invaluable to me. My Pupil Support Teacher has seen me grow as a person and has always been there to offer advice and support.

There are five House Groups: Braxfield; Hyndford; Jerviswood; Lockhart; and Wallace. Mrs N Crone, Senior Depute Head Teacher, has responsibility for Pupil Support.

Our Pupil Support team is organised as follows.

Braxfield	Mrs Y Watson, (Acting PT Pupil Support)
Hyndford	Mr F Robson, PT Pupil Support
Jerviswood	Mr C Goldie, PT Pupil Support
Lockhart	Mrs A Ewing , PT Pupil Support
Wallace	Miss R Darroch, (Acting PT Pupil Support)

Principal Teachers ASN	Mrs K Bennett
	Mrs S Gordon
	Mrs P Kerr
	Mrs A Miller
	Ms G Williams

Partnership with parents is a key aim of our Pupil Support Team and they both encourage and welcome communication from parents about their child/children. Parents who wish to discuss their child's general progress or welfare are encouraged to seek a meeting with the appropriate Principal Teacher Pupil Support or Principal Teacher of Additional Support Needs. This can be arranged through telephoning the school to arrange a suitable time.

Principal Teachers Pupil Support and Principal Teachers of Additional Support Needs can arrange support from many agencies supporting the needs of pupils. External agencies include Active Breaks, Educational Psychologist, Social Work, Police Community Involvement Branch, Clydesdale Area Base, Counselling Services and Universal Connections.

Mrs Jackson our Behaviour Support teacher provides additional support for pupils who are having difficulty coping with the demands of classroom work and/or general conduct. Class teachers can make a bid for Behaviour Support by completing the relevant paperwork provided at the start of each session.

Social Education (SE)

- Our Principal Teachers Pupil Support and Additional Support Needs teachers are responsible for the SE programme and work as a team to develop and deliver SE to the pupils in their care.
- Within our Additional Support Needs provision, SE is delivered from S1 - S6 in set period allocations. Within our wider school provision, in S1 - S3 SE is delivered through a one period per week allocation of time. In or Senior Phase, SE is delivered through enhancement events which are held throughout the session. Such arrangements reflect the diverse needs of our pupils.

An outline of the SE programme is given below:

S1

- Induction, Citizenship, Anti-Bullying (CEOP), Safety, Course Choosing, Drugs Education, Target Setting, Protective Behaviours, Assertiveness, Sexual Relationships, Mental Health, Equal Opportunities, Careers Education.

S2

- Drug and Anti-smoking Education, Mental Health, Sexual Health and Relationships Education, Careers, Course Choosing, Target Setting, Personal Safety (CEOP), Anti-racism, Your Bus and the Community, Citizenship and Dealing with Feelings, Finance Education.

S3

- Equal Opportunities, Anti-racism, Drug Education, Sexual Health and Relationships Education, Family Relationships, Anti-Bullying, Disability, Mental Health and Revision and Exam Techniques, Knife Crime, Finance Education, Preparation for Work Experience, Option Choice

S4, 5 and S6

This is organised through extracting pupils from normal classes at specific points in the session. This is done to maximise the impact of SE and target activities appropriately. The programme focuses on transition beyond school and careers, health, citizenship, finance education, personal safety etc

This session for S4, 5 and 6 we have introduced a 'themed' lesson where the work is developed by a member of the Pupil Support team and the lesson is delivered by classroom teachers. This way of working has been very positive for both teachers and pupils and we will continue to develop SE lessons in this manner.

School Involvement

School Involvement is the name given to a varied, wide-ranging set of activities which are open to Upper School students. The main value of becoming involved in such activities is to broaden the student's educational experience and develop their interpersonal skills. This involvement will in turn raise the quality of their Curriculum Vitae, Personal Statement and application form when they are applying for a job, and their UCAS form if they are considering going to college or university. Involvement in these activities also enables others to benefit from the experience our seniors have gained throughout their time at Lanark Grammar School. The activities offered as part of the programme range from assisting in junior school classes to becoming a school publicity manager.

As our relationships with the widening community continue to strengthen and grow, there are opportunities for senior students to work with pupils and staff at the Capability Scotland school Stanmore House on various projects. Students can also volunteer to attend a placement at a local primary school which will allow them to develop skills in the learning and teaching of younger children.

The School Involvement Programme is a valuable opportunity I have been presented with, as I have had the chance to carry out the role of classroom assistant at my former primary school. This experience has introduced me to the idea of being responsible for someone's learning and developing good communication skills with younger pupils which I have enjoyed.

As part of the School Involvement Programme, I have also been given the opportunity to be a paired reader, where I have one-to-one reading sessions with younger pupils who have difficulties reading. This experience is invaluable, as well as the sense of achievement knowing I am supporting pupils in such an important area of their learning.

Erin Calvin S6

In accrediting School Involvement activities, the school recognises the commitment, enthusiasm, initiative, creativity and leadership skills of the students who participate in the programme. Two types of accreditation certificates are available. Students who complete at least 20 hours of contact time in a School Involvement activity will be awarded with a Lanark Grammar Certificate. This Certificate acts as a guarantee of the recipient's high level of personal effectiveness, commitment, initiative, communication skills and leadership skills. Completion of more than 50 hours service allows students to achieve a Saltire Award.

Saltire Awards are the new Scottish awards designed to formally recognise the commitment and contribution of youth volunteering. Supported by the Scottish Government, the Saltire Awards enable young volunteers to record the skills, experience and learning gained through successful volunteering placements in school or the local community. The Awards are split in to four sections - The Challenge, The Approach, The Ascent and The Summit and achievement is recognised in the form of Saltire Award certificates. Upper School students follow the The Ascent Award scheme. This particular award is for those ready to make a sustained commitment to volunteering with certificates being presented on completion of 50, 100, 200 and 500 hours. Participants are expected to identify learning outcomes and skills development they want to achieve through volunteering and are encouraged to use the Saltire School Involvement Diary to record and evaluate success. The opportunities for Upper School students to broaden their knowledge are endless and present them with meaningful experiences which will provide them with invaluable skills to support their transitions beyond school.

The Pupil Council

The Pupil Council is about giving pupils the opportunity to contribute positively to the school and the wider community. The Pupil Council, through working as a team and consulting with others, can discuss relevant issues and come up with ideas to improve certain aspects of the school. For example, the Pupil Council are consulted annually on the School Improvement Plan and about school policies, and recently were very involved in the creation of the school motto and values.

Members of the Pupil Council have also represented Lanark Grammar School at the South Lanarkshire Youth Strategy Conference and have taken part and spoken at an Environmental event held in the Scottish Parliament. The Pupil Council aims to improve communication between pupils, teachers and the Parent Council. This means the school can develop into a community where pupils, teachers and parents are working in partnership towards shared goals. Pupils involved benefit from developing communication and team building skills.

The Pupil Council gives Lanark Grammar pupils the opportunity to voice their views on various aspects of the school life, both to do with social and curricular matters. It also provides for the pupils involved the experience of representing their fellow pupils and debating their opinion on such matters as fundraising initiatives and school policies. The Pupil Council, for example, last session had an important role in contributing to the creation of the school motto and values. Ties with other groups are valued, such as the Parent Council, who are keen to know young peoples' opinions on many issues within the school community. The Pupil Council develops communication skills, teambuilding skills and self-confidence in the pupils involved.

Sarah Richardson, S6

All year groups of the school, from S1 to S6, are represented on the Pupil Council. At the beginning of the session there is an opportunity for individual pupils to volunteer as a member of the Pupil Council. It is an opportunity for them to be active in addressing issues which affect other pupils, the school community and the local community.

Extra-curricular activities

We attach a high priority to extra-curricular activities as a means of continuing pupils' education and enriching the experience of pupils and teachers by bringing them together in an informal setting thus enabling them to pursue their interests together.

A significant number of teachers are involved in activities at lunchtime, after school and at weekends. At Lanark Grammar we pride ourselves on the number of extra-curricular activities that we offer. From Badminton to the Scripture Union, there is something for everyone to enjoy. Our Extra-curricular Booklet (2014-2015), which can be accessed via the link below, contains a list of current extra-curricular activities.

[Extra-curricular Booklet 2014-2015](#)

10)

School Improvement

Our Whole-school Improvement Plan for session 2014-2015 reflects our collective thinking and is based on national, Council, Learning Community and school priorities. It is the outcome of our self-evaluation processes, discussion within our Whole-school Improvement Planning Working Group and consultation with staff, parents, our Parent Council, Pupil Council and pupils.

Significant reflection has taken place on the national priorities for school improvement following participation in council and national CPD activities; review of Education Scotland Inspection Reports; and internal professional dialogue.

The targets contained within the Whole-school Improvement Plan should form the basis of discussion within Departments, Faculties and teams within the school to ensure there is coherence in all plans which emerge from our Whole-school Improvement Plan. Individual Improvement Plans should be created for each Department, while there might be common targets agreed across each Faculty.

The Education Resources' Improvement Plan contains targets within four key areas which will be taken forward in our Whole-school Improvement Plan. These are: Achievement and Curriculum; Inclusion, Lifelong Learning and Improvement.

Achievement and Curriculum

1. Improve achievement and attainment outcomes in all establishments annually till March 2015.
2. Implement key aspects of Curriculum for Excellence in all schools, establishments and services as appropriate annually till March 2015.

Inclusion

3. Implement key aspects of equalities legislative duties as prescribed in revised/new legislation annually till March 2015.
4. Progress recommendations of Getting It Right for Every Child (GIRFEC) till March 2015.

Lifelong Learning

5. Increase involvement in lifelong learning for young people and adults till March 2015.

Improvement

6. Progress the key themes of self-evaluation and leadership in all establishments and services till March 2015.

Working Groups

A number of Working Groups will be established to take forward improvement planning priorities. Each working group will establish a set of detailed targets which will emerge from

the whole-school targets and the collective thinking of each group. These targets will be reviewed as per other plans in November and May.

Continuity in working group membership across sessions is advantageous in terms of planning, carrying out actions, reviewing progress and identifying future priorities. For working groups already established, it is anticipated that membership will remain constant from this session to next. Should individual members of staff wish to change groups this can be accommodated.

While it is hoped that all staff will elect to join a working group, membership is not compulsory.

Our working groups for session 2014-2015 are as follows.

Working Group	Chair
Whole-school planning consultative group	Mr Sherry
Whole-school Improvement Planning Group	Miss Pollock
Literacy across learning	Ms Brooks
Numeracy across learning	Mrs Phinn
Health & Wellbeing across learning	Ms Clarence
Interdisciplinary learning	Mr Boyce
Raising Attainment (whole-school)	Ms Clingan
Tracking and monitoring of pupil progress	Ms Sturgeon
Raising attainment (Pupil attainment)	Mrs Watson
Supporting Learning at Home/ Skills for Learning, Life and Work	Mrs Mills
Rights Respecting Schools	Mrs Kerr
Equal opportunities	Mrs Ewing
Merit (PPB)	Mrs McWilliams
Celebrating success	Mrs Wilson
Eco Schools	Mr Moore
Representative Council	Miss Donaldson

The main focus of our shared activity this session focuses on the ongoing implementation of Curriculum for Excellence. This relates specifically to the implementation of new National Qualifications at Higher (National 6) and embedding courses introduced in session 2013-2014, namely a National 1, 2, 3 4 and 5.

With regard to future improvement planning priorities, these will most likely focus on the ongoing implementation of Curriculum for Excellence; partnership in learning between teachers, pupils and parents; practice in relation to teaching and learning; taking forward the outcomes of the report on 'Developing the Young Workforce' ie the Wood Commission report; and raising achievement.

Within Curriculum for Excellence the areas of Literacy, Numeracy and Health and Wellbeing are considered the responsibility of all staff not just those who may have a very direct or significant subject contribution to make.

Each of the above areas has a designated staff working group, led by a Principal Teacher Learning & Teaching, and consisting of members of staff from across other Curricular Areas. These groups lead and support the ongoing development of high quality practice which also involves staff in liaising with colleagues from our associated Primary Schools and secondary schools in Clydesdale and other areas of South Lanarkshire Council.

We shall continue to take forward our work on school values (please refer to the earlier section on Ethos) building in work on our school motto and aims. We are now looking to build on these values in our everyday practice through making them an explicit aspect of our work through building not knowledge and understanding but also practice: demonstrating what it means in a practical sense to adopt specific values and ensure they are evident in everything we do as a school community.

A summary of our Whole-school Improvement Plan can be accessed via the link below:

[Improvement Plan Summary 2014-2015](#)

11)	School policies and practical information
------------	--

Free School Meals

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

- Income Support, Income-based Job Seeker's Allowance, Employment and Support Allowance (income related), Working Tax Credit and Child Tax Credit (where your income does not exceed £6,420 gross per annum as assessed by the HM Revenues & Customs) , Child Tax Credit only (where your income does not exceed £16,010 gross per annum as assessed by the HM Revenues & Customs).

We would encourage parents of children who are in receipt of any of the above benefits to take up this opportunity of having a meal provided for their child when they are at school. Arrangements are in place so that children who receive free meals are not singled out and we encourage all children to remain in school at lunch time.

Healthy eating is something that the school supports and a range of meals are available at lunchtimes.

'Go Fresh Café'

Breakfast Service			
Snacks Made To Order		Fruit salad in a bag	60p
Toast (per slice and spread)	20p	Fresh fruit (from)	25p
Sandwiches (from)	1.00	Cereal and milk	65p
Baguettes (from)	1.00	Home baking (from)	65p
		Fresh yoghurt (from)	60p
Mid Morning Break		Cold Snacks	
Hot filled rolls	1.00	Filled baguettes (from)	1.00
Filled sandwiches (from)	1.00	Filled sandwiches (from)	1.00
Filled baguettes (from)	1.00	Filled wraps (from)	1.00
Lunch Service			
Soup and bread	75p		
Main Meals		Hot Snacks	
Meal of the Day	1.15	Pizzini	1.25
		Toasted panini (from)	1.25
		Pizza	1.10
Dessert			
Fresh yoghurts (from)	60p	Fresh fruit (from)	25p
Fruit salad in a bag	60p	Home baking (from)	65p
Drinks			
Milk (plain/flavoured)	40p	Fresh orange/apple juice	50p
Hot chocolate (light)	75p	Bottled water (from)	50p
Hot beverages	75p	Non carbonated drinks (from)	70p
Hot Cart			
Hot Special + any Drink or Cake 1.50			
Meal Deal: £1.50			
Pizzini or Roll & Sausage + any Drink or Cake 1.50			
Deli Bar: £1.50			
Build your own baguette add 3 Salad fillings + Water or Fresh Fruit			

Lunch in the 'Street'



I love going to the Go Fresh Café as there are always a variety of tasty and healthy treats available. The hot lunch menu is very good value for money and there is always a huge selection to choose from. Whether it's a plate of Macaroni, a Chicken burger, Lentil Soup or a Ham sandwich - the Go Fresh Café is the place to eat!
I eat at the café every lunchtime as there is plenty of room to sit and relax with my friends.

Education Maintenance Allowance (EMA)

The EMA is a form of financial assistance which is awarded to S5/6 students, over the statutory school leaving age of 16, who continue to attend school or college. The EMA is awarded depending on financial circumstances and students can receive up to £30 per week.

Each eligible student must complete a Learning Agreement with their Pupil Support Teacher and keep to the conditions of the agreement. If any conditions are not met, students may not receive their EMA payment.

In order to comply with the EMA conditions students must:

- Wear school uniform to identify with the school and aid security
- Act in a responsible manner in classrooms, corridors and the vicinity of the school to set a good example to younger pupils

- Arrive at school on time and attend all classes
- Ensure that all coursework, including homework, is completed
- Adhere strictly to all deadlines for coursework, unit assessment and homework. If deadlines are not met this may lead to failure in overall course awards

Any absence from school must be authorised:

- Dental or medical appointments, educational visits, interviews, work placements or funerals will be counted as authorised absence if students inform their tutor teacher and the school office
- Students will be allowed up to five days self certification within the academic year and should complete a Self Certificate form and return it to Miss Pollock.. Any other absences must be covered by a medical line or authorised by the school
- Students must continue to follow attendance procedures and provide a parental note to explain absence to their registration tutor.

Forms are available from South Lanarkshire Council website www.southlanarkshire.gov.uk

School uniform

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

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

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

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

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

In addition, the following items are not considered appropriate for school:

- clothing or scarves which feature football favours or inappropriate slogans
- tracksuits
- denim clothing (shorts, jeans or jackets)

- baseball caps of any description
- Shorts (other than tailored)
- Sheer blouses

Lanark Grammar School prides itself on its positive ethos and strong values. It is both a community in itself and part of the wider community of Lanark and its surrounding villages. As such, we encourage our pupils to wear school uniform to reflect in a positive way that they are part of these communities. This policy has been given strong support by parents over a number of years.

We expect pupils to wear school uniform for the following reasons:

- Pupils who wear uniform display a pride not only in their school but also in how they are perceived by others. It is a matter of self-esteem and self-respect.
- We believe strongly that it is vital for the maintenance of an effective security system that pupils can be clearly identified as belonging to the school both within the school itself and in the areas around the school.
- When pupils are all wearing the same uniform, there is no opportunity for competitive dressing or for a social hierarchy based on what different pupils are wearing.
- The wearing of a school uniform emphasises our pupils' links with the local community and allows our pupils to be identified within that community. Their appearance should advertise the school's high standards within the local community.

It is for these reasons – pride in their school, self-esteem, self-respect, security and shared aspirations – that we commend the wearing of school uniform to all our parents and pupils.

School uniform consists of the following:

blazer (for all year groups from session 2015-2016); white shirt; school tie; black jumper or cardigan; black trousers or skirt; black tailored shorts; and black shoes/boots. In addition, pupils in S1, S2, S5 and S6 should also wear a blazer. In adverse weather an outer piece of clothing can be worn with the blazer underneath.

Pupils will have access to a personal, secure locker where they may keep an outer jacket, books and equipment.

Support for parent/carers

Clothing grant

In certain circumstances the Council provides support to parents/carers for the purchase of school wear.

Application forms for clothing grant are available from the Council's website: www.southlanarkshire.gov.uk or from Q&A Offices, Audit and Development 01698 453504/453505/453213, the school or Education Resources, Almada Street, Hamilton, telephone 01698 454545.

School hours/holiday dates

The School Day

The school day follows the same pattern Monday – Thursday with Friday following a different pattern. This model was introduced following consultation with pupils, parents and staff.

Monday - Thursday					
Tutor	1	2	3	Interval	4
8.45 - 8.55	8.55 - 9.45	9.45 - 10.35	10.35 - 11.25	11.25 - 11.40	11.40 - 12.30
5	Lunch	6	7		
12.30 - 1.20	1.20 - 2.05	2.05 - 2.55	2.55 - 3.45		
Friday 1 x 4					
Tutor	1	2	3	Lunch	
8.45 - 8.55	8.55 - 9.45	9.45 - 10.35	10.35 - 11.25	11.25 - 12.10	



Education Resources

Draft School holiday Dates Session 2015/2016

Please note that these dates are still subject to consultation and approval and do not include in-service days.

Break	Holiday dates		
First Term	Teachers return	Thursday	13 August 2015
	Pupils return	Monday	17 August 2015
September Weekend	Close	Thursday	24 September 2015
	Re-open	Tuesday	29 September 2015
October Break	Close on	Friday	9 October 2015
	Re-open	Monday	19 October 2015
Christmas	Close on	Tuesday	22 December 2015
Second Term	Re-open	Tuesday	5 January 2016
February break	Close on	Friday	5 February 2016
	Re-open	Wednesday	10 February 2016
Easter Break	Close on	Thursday	24 March 2016
	Re-open	Tuesday	29 March 2016
Spring Break	Close on	Friday	1 April 2016
	Re-open	Monday	18 April 2016
Third Term			
Local Holiday	Closed	Monday	2 May 2016
Local Holiday	Close on	Thursday Tuesday	26 May 2016
	Re-open on		31 May 2016
Summer break	Close on	Friday	24 June 2016
		Thursday	11 August 2016
Proposed in-service days	*Proposed date for teachers return (subject to consultation)	Friday	12 August 2016

Notes

- ◆ Good Friday falls on Friday, 25 March 2016
 - ◆ Lanark schools will close 9 and 10 June 2016
 - ◆ Schools will close at 2.30pm on the last day of terms 1 and 2 (Tuesday, 22 December 2015 and Thursday, 24 March 2016)
 - ◆ Schools will close at 1pm on the last day of term 3 (Friday 24 June 2016)
- *Two in-service days proposed for 11 & 12 August 2016 to be confirmed



Education Resources

Draft School holiday Dates Session 2016/2017

Please note that these dates are still subject to consultation and approval and do not include in-service days.

Break	Holiday dates		
First Term	Teachers return	Thursday	11 August 2016
	Pupils return	Monday	15 August 2016
September Weekend	Close	Thursday	22 September 2016
	Re-open	Tuesday	27 September 2016
October Break	Close on	Friday	14 October 2016
	Re-open	Monday	24 October 2016
Christmas	Close on	Thursday	22 December 2016
Second Term	Re-open	Monday	9 January 2017
	February break	Friday	10 February 2017
	Re-open	Wednesday	15 February 2017
Spring break/Easter	Close on	Friday	31 March 2017
	Re-open	Tuesday	18 April 2017
Third Term			
Local Holiday	Closed	Monday	1 May 2017
Local Holiday	Close on Re-open on	Thursday Tuesday	25 May 2017 30 May 2017
Summer break	Close on	Friday	23 June 2017
Proposed in-service days	*Proposed date for teachers return (subject to consultation)		

Notes

- ◆ Good Friday falls on Friday, 14 April 2017
- ◆ *Lanark schools will close 8 and 9 June 2017*
- ◆ Schools will close at 2.30pm on the last day of terms 1 and 2 (Thursday, 22 December 2016 and Friday 31 March 2017)
- ◆ Schools will close at 1pm on the last day of term 3 (Friday 23 June 2017)
*Two in-service days proposed for August 2017 to be confirmed.

Enrolment – how to register your child for school

If you wish to enrol your child at Lanark Grammar School we would ask that you make contact with the school office and ask to be put in touch with the Depute Head Teacher who has responsibility for your daughter's/son's prospective year group.

Transport

Buses run to and from Lanark Grammar School from various locations within our catchment area.

It is of vital importance that pupils conduct themselves in an orderly fashion while travelling on school transport. Prior to the bus moving off pupils should be seated and remain so at all times until the end of their journey. Pupils must follow the instructions of drivers and, where provided, escorts. Pupils should be aware of their own safety and that of others and refrain from engaging in any activity which could cause harm either to themselves or to others.

School transport

South Lanarkshire Council has a policy of providing school transport to Secondary pupils who live more than two miles by the recognised shortest walking route from their catchment school. This policy is more generous than the law requires. This means that the provision of transport could be reviewed at any time. Parents who consider they are eligible should obtain an application form from the school or Education Resources, Hamilton, telephone 01698 454102 or web www.southlanarkshire.gov.uk. These forms should be completed and returned before the end of March for those pupils starting the school in August to enable the appropriate arrangements to be made. Applications may be submitted at any time throughout the year and will be considered by Education Resources.

A paid privilege transport scheme is operated for mainstream school contracts where a pupil is not entitled to free school transport. Privilege transport will only be granted providing there is spare capacity on an existing school contract and will be from and to designated pick up and drop off points. Privilege transport will not be provided where a service bus is used on the school run. Any spare capacity will be allocated using agreed priorities. For more information on school transport contact Education Resources telephone 01698 454102.

Pick-up points

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

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

Parents are asked to note that South Lanarkshire Council does not provide transport for those pupils who attend school via a placing request. Where there is a request to place a child under school age in a school within the local catchment area they may receive transport in line with the Council's transport policy.

Insurance for schools – pupils’ personal effects

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

(i) Theft/loss of personal effects

The Council is not liable for the loss or theft of pupils’ clothing or personal effects and any items are therefore brought into the school at the pupil/parents’ own risk.

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

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

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

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

(ii) Damage to clothing

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

Family holidays during term time

Every effort should be made to ensure that your child attends school during term time. Please contact the school as soon as possible if your child is unable to attend school.

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

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

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

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

The school holiday dates and in-service dates are available from the website www.southlanarkshire.gov.uk

Promoting positive behaviour

It is the responsibility of staff within the school to ensure that parent council members, parents and pupils are involved in the creation of a positive school ethos that encourages good behaviour. Equally, the school whilst trying to promote positive behaviour must support young people should incidents or bullying occur. Parents have a significant role to play in working with the school so that teachers, parents and pupils know what is expected of them in trying to change the behaviour and attitudes that contribute to bullying behaviour.

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

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

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

Child Protection

All staff in educational establishments in South Lanarkshire Council are required to attend training annually and follow the advice and guidance contained within the Education Operating Procedures.

The shared vision for Lanarkshire's children is: "all children and young people in Lanarkshire have the right to be cared for and protected from abuse and harm in a safe environment in which their rights are respected." All agencies will work together in a collaborative way to promote the safety and wellbeing of children and young people in Lanarkshire.

The Chief Officers and Child Protection Committees of North and South Lanarkshire Council's are the driving force for ensuring that agencies individually and collectively work to protect children and young people as effectively as possible.

The Council has a duty in law to report suspicions that a child has been abused or is at risk of harm, in terms of the Children (Scotland) Act 1995. Therefore, Council staff have a professional and contractual obligation to report concerns to the head of establishment or the child protection coordinator immediately.

Education Resources staff and visitors from other agencies and services are required to follow these Child Protection Procedures to protect and support children and to fulfil their professional obligations to report all allegations or suspicions of child abuse.

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

The Council has produced an information leaflet – ‘stay safe’ for parents/carers on how to help ensure their child is safe when using the internet and mobile devices.

Copies are available from the school or the web: www.southlanarkshire.gov.uk

Information on emergencies

We make every effort to ensure the school remains open during term-time for pupils. However, on occasions circumstances may arise which can affect the school. Schools may be affected by, for example, severe weather, power failures or through any other circumstances that may impact on the school day. In such cases we shall do all we can to let you know if this happens. We shall keep you in touch by telephone, text, where appropriate, letters, web news and through local radio stations particularly if there are prolonged periods of severe weather. The Council’s website www.southlanarkshire.gov.uk will be used to let you know if the school is closed and when it will re-open.

It is important for parents/carers to let the school know of any change to your mobile/home telephone number and change of address.

If for any reason, you are unsure if the school is open, please contact the school or Education Resources, Operations Service, Almada Street, Hamilton. (Telephone 01698 454545) or email us at: education@southlanarkshire.gov.uk or visit the website www.southlanarkshire.gov.uk

Your commitments

We ask that you:

- support and encourage your child’s learning
- respect and adhere to the schools policies and guidance
- let the school know if you change your mobile/telephone number and/or address
- enjoy and take part in school activities
- accept your responsibility to respect staff who work in the school and for the school to be proactive in taking forward it’s commitment to care for and educate your child.

Data Protection Act 1998

Information on pupils, parents and guardians is held by the school to enable the teaching, registration and assessment of pupils as well as associated administrative duties. The information is stored and used as per the requirements of the Data Protection Act 1998 with South Lanarkshire Council defined as the data controller. The Council have established a data protection policy that applies to all of its schools. For more information please contact the school.

Appendix A

This annex provides links that schools and local authorities may find helpful when developing a School Handbook. The list is not intended to be exhaustive and authors may wish to consider additional sources of school, local and national information, material and resources.

Contact Details

Education Scotland's Communication Toolkit for engaging with parents – <http://www.educationscotland.gov.uk/learningteachingandassessment/partnerships/engagingparents/toolkit/index.asp>

The Scottish Government guide Principles of Inclusive Communications provides information on communications and a self-assessment tool for public authorities – <http://www.scotland.gov.uk/Publications/2011/09/14082209/0>

Choosing a School: A Guide for Parents - information on choosing a school and the placing request system – <http://www.scotland.gov.uk/Publications/2010/11/10093528/0>

A guide for parents about school attendance explains parental responsibilities with regard to children's attendance at school – <http://www.scotland.gov.uk/Publications/2009/12/04134640/0>

Parental Involvement

Guidance on the Scottish Schools (Parental Involvement) Act 2006 provides guidance on the act for education authorities, Parent Councils and others – <http://www.scotland.gov.uk/Publications/2006/09/08094112/0>

Parentzone provide information and resource for parents and Parent Councils – <http://www.educationscotland.gov.uk/parentzone/index.asp>

School Ethos

Supporting Learners - guidance on the identification, planning and provision of support – <http://www.educationscotland.gov.uk/supportinglearners/>

Journey to Excellence - provides guidance and advice about culture and ethos – <http://www.journeytoexcellence.org.uk/cultureandethos/index.asp>

Health and wellbeing guidance on healthy living for local authorities and schools – <http://www.scotland.gov.uk/Topics/Education/Schools/HLivi>

Building Curriculum for Excellence Through Positive Behaviour and Relationships outlines the Scottish Government's priority actions around positive behaviour in schools and is also a source of support – <http://www.scotland.gov.uk/Publications/2010/06/25112828/0>

Scottish Catholic Education Service's resource 'This is Our Faith' which supports the teaching and learning of Catholic religious education – <http://www.sces.uk.com/this-is-our-faith.html>

Curriculum

Information about how the curriculum is structured and curriculum planning –
<http://www.educationscotland.gov.uk/thecurriculum/>

Information about the outcomes a learner can expect to experience and achieve across literacy, numeracy and health and wellbeing, as well as the 8 curricular areas –
<http://www.educationscotland.gov.uk/thecurriculum/howisthecurriculumorganised/experienceandoutcomes/index.asp>

Advice, practice and resources to support the experiences and outcomes on literacy, numeracy and health and wellbeing –
<http://www.educationscotland.gov.uk/learningteachingandassessment/learningacrossthecurriculum/responsibilityofall/index.asp>

Broad General Education in the Secondary School – A Guide for Parents and Carers –
http://www.educationscotland.gov.uk/resources/b/genericresource_tcm4725663.asp?strReferringChannel=parentzone&strReferringPageID=tcm:4-634353-64

Information on the Senior Phase –
<http://www.educationscotland.gov.uk/thecurriculum/whatcanlearnerexpect/seniorphase.asp>

Information on Skills for learning, life and work –
<http://www.educationscotland.gov.uk/thecurriculum/whatcanlearnerexpect/skillsforlearning.asp>

Information around the Scottish Government's 'Opportunities for All' programme –
<http://www.skillsdevelopmentscotland.co.uk/our-services/services-for-individuals/opportunities-for-all.aspx>

Information for organisations responsible for the planning, management and delivery of career information, advice and guidance services –
<http://www.skillsdevelopmentscotland.co.uk/our-story/key-publications/career-management-skills-framework.aspx>

The Skills Development Scotland website 'My World of Work' offers a number of tools to support career planning – <http://www.skillsdevelopmentscotland.co.uk/>

Assessment and Reporting

Building the Curriculum 5: a framework for assessment provides guidance around the assessment framework –
http://www.educationscotland.gov.uk/Images/BtC5Framework_tcm4-653230.pdf

Information about Curriculum for Excellence levels and how progress is assessed –
<http://www.educationscotland.gov.uk/thecurriculum/howisprogressassessed/stages/index.asp>

Curriculum for Excellence factfile - Assessment and qualifications –
http://www.educationscotland.gov.uk/publications/c/publication_tcm4624968.asp

Information on recognising achievement, reporting and profiling –

<http://www.educationscotland.gov.uk/learningteachingandassessment/assessment/achievement/index.asp>

Transitions

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

http://www.educationscotland.gov.uk/publications/c/publication_tcm4660285.asp

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

<http://www.scotland.gov.uk/Publications/2011/03/11110615/0>

Choices and changes provides information about choices made at various stages of learning – <http://www.educationscotland.gov.uk/supportinglearners/choicesandchanges/index.asp>

The Additional support for learning page provides links to relevant legislation and guidance, including the arrangements that should be in place to support pupils with additional support needs – <http://www.scotland.gov.uk/Topics/Education/Schools/welfare/ASL>

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

<http://www.scotland.gov.uk/Publications/2011/04/04090720/21>

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

<http://enquire.org.uk/>

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

<http://www.parentingacrossscotland.org/>

Support for Pupils

The Additional support for learning page provides links to relevant legislation and guidance, including the arrangements that should be in place to support pupils with additional support needs – <http://www.scotland.gov.uk/Topics/Education/Schools/welfare/ASL>

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

<http://www.educationscotland.gov.uk/supportinglearners/whatissupport/universalsupport/roleofkeyadult.asp>

Supporting Children's Learning Code of Practice (Revised edition) - provides Statutory guidance relating to the Education (Additional Support for Learning) (Scotland) Act 2004 as amended – <http://www.scotland.gov.uk/Publications/2011/04/04090720/21>

Getting It Right For Every Child and Young Person, is essential reading for anyone involved or working with children and young people, including practitioners working in adult services with parents and carers – <http://www.scotland.gov.uk/Topics/People/Young-People/gettingitright>

School Improvement

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

<http://www.educationscotland.gov.uk/scottishschoolsonline/>

Education Scotland's Inspection and review page provides information on the inspection process – <http://www.educationscotland.gov.uk/inspectionandreview/index.asp>

The Scottish Survey of Literacy and Numeracy (SSLN) is an annual sample survey which will monitor national performance in literacy and numeracy –

<http://www.scotland.gov.uk/Topics/Statistics/Browse/School-Education/SSLN>

Scottish Credit and Qualifications Framework (SCQF) – <http://www.scqf.org.uk/>

Scottish Qualifications Authority provides information for teachers, parents, employers and young people on qualifications – <http://www.sqa.org.uk/>

Amazing Things - information about youth awards in Scotland –

<http://www.awardsnetwork.org/index.php>

Information on how to access statistics relating to School Education –

<http://www.scotland.gov.uk/Topics/Statistics/Browse/School-Education>

School Policies and Practical Information

Schools and local authorities should consider the most relevant school, local and national policies and include details or links for parents to sources of further information.

National policies, information and guidance can be accessed through the following sites:

<http://www.scotland.gov.uk/Topics/Education>

<http://www.scotland.gov.uk/Topics/Health>

<http://www.scotland.gov.uk/Topics/People/Young-People>

Children (Scotland) Act 1995 – <http://www.legislation.gov.uk/ukpga/1995/36/contents>

Standards in Scotland's Schools (Scotland) Act 2000 –

<http://www.legislation.gov.uk/asp/2000/6/contents>