HOUSTON PRIMARY SCHOOL

STAFF HANDBOOK

2025-26

INTRODUCTION

The purpose of this handbook is to share general information about Houston Primary School readily available to members of staff, especially those new to the school.

There is a copy in the staff shared folder on the school server, support staff base, staffroom and school office.

The Staff Handbook will be updated each year and added to as necessary.

It is the responsibility of each member of staff to ensure that they read the contents of this handbook at the beginning of every session.

Suggestions for further additions to the handbook will be welcome. Please inform J McPherson if you have anything that you wish to be added, throughout the school session.

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ADMINISTRATIVE INFORMATION

ADDRESS : Crosslee Rd
HOUSTON
Renfrewshire
PA6 7EJ

TEL : 0300 300 0159

E MAIL : houstonenquiries@renfrewshire.gov.uk

SCHOOL WEBSITE: www.houstonprimaryschool.com

ELCC WEBSITE: https://www.houstonprimaryschool.com/welcome.html

ELCC TEL: 0300 300 1477

Houston Primary School is a non-denominational, semi open plan school with two classes in each teaching area accommodating pupils from Primary 1 to Primary 7. We also have two single classes in the West Wing. A brand new ELCC was built within the school grounds and opened in May 2021.

PRESENT ROLL: 505
PRESENT ELCC ROLL: 62

ELCC Opening Hours
8.00a.m.-6.00p.m.

THE SCHOOL DAY

Morning Arrival	From 8.50a.m. onwards the playground is monitored by school staff. At each gate the children are welcomed and greeted by a member of the Senior Management Team.
School starts	9.00 a.m.
Interval	10.15a.m. – 10.30a.m./10.30a.m. – 10.45a.m.
Lunch	11.45a.m. – 12.30 p.m./12.15p.m. – 1.00p.m.
School closes	3.00 p.m.

ADMINISTRATIVE TEAM

Kevin McPhee Service Delivery Officer
School / ELCC Budget
Health and Safety
Risk Management
Human Resources
Property and maintenance facilities management

Miss Ellen Pyra: Team Leader, Cluster B
Mrs Leanne Larkins: Senior Clerical Officer, Mon - Fri 8.30am-4.00pm
Mrs Donna Martin: Clerical Officer, Mon - Fri 8.30am-4.00pm
Mrs Deborah Marshall: Clerical Officer, Mon - Fri 9.15am-2.30pm

All Clerical staff carry out all roles with the exception of the tasks highlighted with L Larkins beside them.

- Staff Administration & Sickness - L Larkins
- Supply Staff Administration
- School Fund - L Larkins
- Parent Portal Administration
- Grab Bag, Medical and Emergency Contact Administration
- Purchasing Administration
- Telephone / reception duties / School Email
- General Registration
- P1 Registration/P7 Transitions
- New Pupil Administration/Leavers
- Pupil Records administration
- School trips administration
- Annual data checks
- School Diaries
- Parent interview arrangements
- Print strategy super users
- GLOW
- Social Media: Facebook, Twitter, Blogs, School Website updates
- ParentPay Administration

Karen Blair: Senior Clerical Officer ELCC, Mon – Fri 8.30a.m. - 4.00pm

ELCC D.M.R.
ELCC funds
ELCC admissions panel administration
Registration
Newsletters
Telephone / reception duties
ELCC trips administration
ELCC e-mail address management
Parent interview arrangements
ELCC inventory
Filing
Annual data checks
Grab bag
Print strategy super user
Daily ELCC administration
ELCC website page
Twitter/Facebook
Supporting the School Office during busy periods or absence

Playground & Lunch Arrangements Session 2025-26

Morning Arrival

- 9.00a.m. - P1 and P3 pupils enter the playground at the back gate at the sandpit, monitored by Mrs Murray. P1 playground monitored by Mrs Johnston & Mrs Whyte (Mon-Wed) and Mrs Brown (Thurs & Fri) and Ms Rozwadowska (Mon-Fri). P1 parents will be permitted access to the playground on the first two days at 9.00-9.15a.m.
- 9.00a.m. - P2, P4 & P5 pupils enter the playground at middle gate, monitored by Miss Reilly. P2-5 playground monitored by Mrs Turnbull, Ms Szuster and Mrs Sims.
- 9.00a.m. – P6 & P7 pupils enter at front entrance. P6 & P7 playground monitored by Miss Morrison and Mrs McPherson. Pupils are not permitted on the grass and should stand in the playground waiting for the bell.
- No ball games are permitted before 9.00a.m.

Wet Morning Arrangements – from 8.50am

- P1 pupils enter by P1 door and go straight to their class. P1 door monitored by Mrs Johnston. Classes monitored by P7 monitors. Outdoor supervision of P1 & P2 by Mrs Whyte Mon-Wed/ Ms Szuster Wed-Fri
- P2 and P3 pupils enter by Music Room and go straight to their class. Classes monitored by P7 monitors and Miss Reilly. Outdoor supervision by Mrs Turnbull, Mon – Fri / Ms Szuster Wed-Fri
- P4 & P5 enter by P4 ramp and stand in the Resource Area outside their classes. Monitored by Mrs McPherson.
- P6 and P7 enter by P7 side door ramp and stand in the bottom corridor, supervised by Ms Rozwadowska and Miss Morrison Mon-Fri.

Playtime Arrangements

- 10.15 – 10.30 – P4, P5 & P6
- 10.30 – 10.45 – P1, P2, P3 & P7

Playground Monitoring

- P1 – Dot (Mon-Wed), Lorraine (Thurs-Fri), Amanda
- P2 – Aileen (Mon-Wed), Laura (Wed-Fri), Natalia
- P3 – Lesley (Mon & Tues) Kim (Wed-Fri), Natalia, Michelle
- P4 – Lesley (Mon-Fri)
- P5 – Mandy (Mon- Fri)
- P6 & P7 – Fiona/Tam, Jillian

Wet Playtime/Wet Lunchtime Arrangements

- Morning Interval 10.15-10.30/Lunchtime 11.45- 12.30

- P4A & P4B – Lesley
- P5A & P5B – Mandy
- P5C & P6C – Fiona
- P6A & P6B – Jillian
- Corridors – Fiona/Tam (Mon-Fri), Jillian

- Morning Interval – 10.30 – 10.45/Lunchtime 12.15-1.00

- P1A & P1B – Dot (Mon-Wed), Lorraine (Thurs & Fri)
- P1C & P2A – Amanda
- P2B & P3A – Aileen (Mon -Wed), Laura (Wed-Fri)
- P3B & P3C – Kim, Natalia, Michelle
- P7A, B & C – Fiona/Tam (Mon-Fri), Jillian

Playtime Activities

- Trim Trail
- Mon – P1
- Tues – P2
- Wed – P3
- Thurs – P4
- Fri – P5
- The school will provide outdoor equipment for play. No toys should be brought in.

Lunchtime Arrangements

- 11.45-12.30 – P4, P5 & P6
- - 1st Sitting - 11.45-12.00 P1 & P7(P7 may use Nurture Room)
- - 2nd Sitting – 12.00- 12.15 P2 & P3
- 12.15- 1.00 – P1, P2, P3 & P7
- - 3rd Sitting – 12.15 – P4, P5 & P6(P6 may use Nurture Room)
- P4 – P7 may eat their lunch outside until October holiday and then again after the Easter holiday.
- No eating of packed lunches in classroom, unless it is P7 monitors on a wet day.
- Some classes will have a late lunch due to GHS/P.E. input and will be called once there is a space at the end of each sitting.

Dining Hall Supervision October – April

- Mon – Michelle
- Tues – Amanda
- Wed – Lorraine
- Thurs – Carol/Jenny
- Fri – Jillian

ParentPay

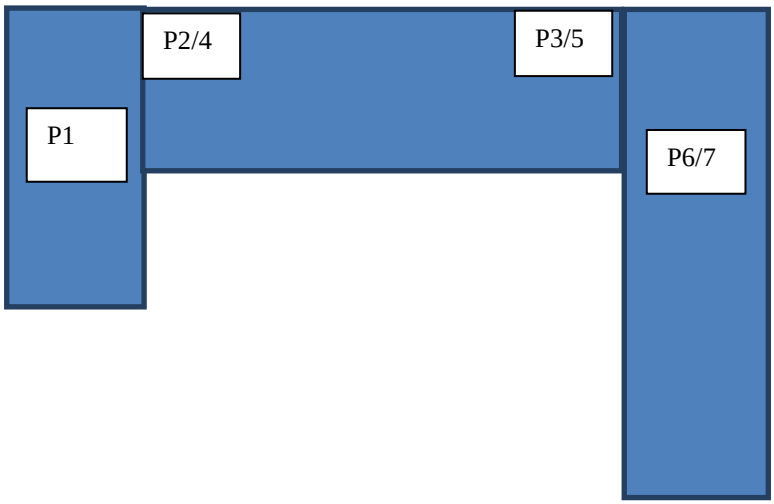
- Parents are expected to keep their child's ParentPay account in credit, in order to pay for their school meal.
- Pupil accounts are monitored weekly and those in arrears are contacted at the end of each week. Parents are contacted alerting them that they need to top up their child's account.
- If arrears exceed £15.00, HT will call parents to request payment. Parents who persistently run up debts will be called by HT to discuss payment systems.
- At the end of the school session, the school devolved budget will be used to make good any unpaid debts to Environmental Services therefore it is essential that the system for payments is supported by all to ensure the school budget doesn't suffer and all lunches are paid for timeously.

End of day Arrangements

- 3.00 p.m. - P1 and P3 pupils exit the playground at back gate at the sandpit. P1 and P3 staff must accompany pupils to gate. P1 staff must ensure child is matched with adult.
- P1 pupils – Parents may enter the playground at 2.50p.m.(Aug-April) and stand outside their child's classroom. Elder siblings may join their parent and P1 sibling within the school playground and should not exit the school gate.
- 3.00 p.m. - P2 pupils exit the playground at middle gate. P2 staff must ensure child is matched with adult.
- 3.00 p.m. – P4-P7 pupils may exit from any gate.
- P6 & P7 playground monitored by Mr Rough. Pupils should not go up the grassy hill on wet days. Mr Rough to supervise.
- Bicycles/Scooters – No cycling on grassy hill or in the playground. Pupils must push their bikes to middle gate, back gate or via the bus bay. They may get on their bike if the outside path is clear and keep left at all times. If they wish to pass, they must alert pedestrians by ringing their bell and ensure that the person(s) are aware that they are about to pass.
- P6 & P7 may enter and exit via middle gate from October – Easter to avoid walking down/up the hill, as the grass is wet.
- Any pupil who wishes to meet their sibling at 3.00p.m., should meet them at the 'Meeting Point' stand which is situated at the basketball court.

- Any pupil who is not collected at 3.00p.m. should go to the front office where staff will call parent/guardian. Younger pupils (P1-3) should be escorted to the office by a member of staff.
- School Bus – P1-3 pupils should gather at P4/5 Resource Area and be escorted to the bus by Mrs Turnbull. P4-7 pupils make their own way to the Bus Stop. As it is working well, pupils will continue to sit in their year groups.
- Taxis - Pupils who live in remote locations should make their way to the school office no earlier than 2.55p.m. Pupils should be supervised by office staff and passed over to the taxi driver. Office staff should ensure that drivers are wearing Renfrewshire Council ID badges and are known to them and the children. Mainstream pupils do not have designated drivers and on occasion there may be changes to drivers. Office staff should take note of the new driver's name and details, and check ID on SPT list. If in doubt, contact SPT, 0141 333 3760.

Playground Areas



ABSENCE OF PUPILS ONLINE

- Registration (9.00am) and (12.30p.m./1.00pm)
- Log-in to SEEMiS Click & Go – click on Launch.
- ROUTE: Application – Attendance – Register by **staff** name
- Check date.
- Select Stage e.g. P6
- Class – Select a class e.g. P6A
- Display Students – click
- To start registration – click on **TBC (To Be Confirmed)** button at the bottom of your screen; click on the empty box to the right of the pupil(s) name who are absent without explanation; click on **Complete** to save. This alerts the office that we need to contact the parent/carer and have the absence confirmed.
- **TBC** will then be overwritten at the school office with **ABS (Absent)** when the reason is known.
- Click **COMPLETE.** Before 9.20am!
- Any registration codes that are against a child should not be changed by teaching staff.
- Children who arrive late must report to the school office and the office staff will amend registers to record that they are present. The child must present a 'yellow, welcome' card, given to them by office staff, to the class teacher on arrival to class, to let them know that the office staff are aware of their arrival in school. A late arrival, should be recorded on the paper register as (**J)**.
- On completion of registration unreported absences require follow-up by office staff. It is essential that registration in the classroom is completely accurate. This should be done at 9.00a.m. prompt, and no later than 9.05a.m. The office should send out the attendance text by 9:30am to alert parents their child is not in school so please complete register **before you order the children's lunches**, we can always sort a lunch out but a missing child needs to be dealt with swiftly.
- Office staff will send a text message to remind the parent they should have contacted the school. Office staff will change the register from **TBC** to an authorised absence **ABS** or any other appropriate code.

- If no response is received from the parent, office staff will alert SMT who will take appropriate action.

- In the afternoon, any child who does not return after lunch must be reported to SMT immediately. Register should be updated accordingly.

- The school should be notified if a child is likely to be absent for some time, and a letter confirming the reason for the absence should be brought by the child on returning to school or alternatively an email to houstonenquiries@renfrewshire.gov.uk If staff receive notice from a parent (letter/note) to say a child has an appointment on a certain day please forward the note to the office for registration marking.

- Absences for dental or hospital appointments are permitted and pupils must be collected from the school office by an adult. Half day absences are marked as an absence with permission. This category will cover drama performances, sports competitions, music exams etc. (**P**).

- Parents are asked to inform the school by letter or email, to houstonenquiries@renfrewshire.gov.uk, if a child is going on holiday during the school session. This will be categorised as an unauthorised absence (**U)** unless exceptional circumstances prevail. Staff should **not** provide any school work, during this holiday period. Pupils should catch up on their return.

Parents may request that their child/children be permitted to be absent from school to make an extended visit to relatives. Only written or emailed requests detailing the destination, the duration and the provision that will be made for their continuing education, will be granted, and the pupil noted as an authorised absence (**A**).

Clearly, with no explanation from a parent, the absence is unauthorised.
This should be marked on the register as (**U)**.
H.T. should be consulted before marking an unauthorised absence.
If a child is late, and arrives before the morning interval they should be marked as (**J)** on the register.
If a child is attending an appointment, they should be marked as (**P)** on the register.

Staff must also complete a paper register daily, as well as online on SEEMiS daily. Each week office staff will prepare a register for each class, and these should be collected by staff from the front entrance dookits on Monday morning before 9.00a.m. Registers should be taken outside in the event of a fire alarm/drill and when moving about in the school e.g. P.E., assembly, courtyard, Music Room, G.P. Room

The paper register should be on a clipboard and displayed on the wall beside the teacher's desk.

ABSENCE - STAFF

Aims

- To ensure that staff absence is managed in such a way that the school will continue to run smoothly with minimum disruption to established class routines and work programmes.
- To ensure that teaching staff will teach classes for a maximum of 22.5 hours each week.
- To protect, where possible, the timetabled commitments of staff.

Existing staff or supply teachers will cover absence from the first day that a teacher is not in school, either through illness, curriculum development work or attendance at an In-service course.
Staff should ensure that their Daily Planner is completed one week in advance with clear details of the work planned for their class. This will help to ensure a smooth transition and guidance for the teacher who is covering the absence. The Daily Planner should be kept on the teacher's desk. Inside the front cover of the Daily Planner, important medical information, ASN supports should be displayed for specific pupils.

Resources will be retained centrally to finance the provision of:

a) cover from the first day of maternity leave;
b) cover from the first day of a period of foreseen long-term absence, i.e. indicated by medical certificate;
c) cover for jury duty after the third day of absence.

ABSENCE PROCEDURE

If you are unable to come to work, you must let the Head Teacher know as soon as possible, and at least 1 hour before 9.00a.m. so that an identified member of staff can be contacted and arrangements made to cover your class from the earliest time.

The Head Teacher's mobile telephone 07711 543096

STAGE OF ABSENCE	**ACTION BY MEMBER OF STAFF**
Day 1	Phone school or H.T. to indicate probable duration of absence. Keep H.T. informed regularly and at least by day 4 and day 7 of absence.
Day 4	Indicate likely duration of absence. Submit to Head Teacher
(Where absence continues)	(a) self certificate (b) If beyond 7 days - medical certificate
Continuing absence beyond first doctor's statement.	Submit subsequent doctor's certificates to Head Teacher.

Return to Work Procedure:
Report to HT - to record in the staff absence file that a return to work meeting has taken place.

Formal interview triggers:	**3 self certified absences and/or 6 working days within 6 months**
	5 absences or 10 days within 12 months

AIMS

In Houston Primary School and ELCC, we will ensure that all children entrusted to our care are able to develop to their full potential, in order to contribute fully to the society in which we live. We consider that it is important to work together with parents to ensure the highest quality of education for our pupils.

We aim to:

- provide children with the learning opportunities and experiences to become successful learners, confident individuals, responsible citizens and effective contributors, resulting in high standards of attainment and achievement.

- provide a curriculum which is designed to promote challenge, enjoyment, breadth and depth, progression, relevance, coherence, personalization and choice for all pupils based on National and Local Authority guidance.

- foster high quality leadership at all levels ensuring a culture where all feel able to exercise initiative and take lead roles within effective teams.

- promote close partnerships between, home, school and our local community, ensuring that their unique contributions provide enriching experiences for all learners.

- provide a welcoming ethos within the school which celebrates achievement and encourages creativity and innovation.

- provide high quality resources to support a high standard of teaching and learning.

OUR SCHOOL VISION

'Nurturing the Hearts & Minds of the Future'

OUR VALUES

In Houston Primary School, we live by a set of school values:

Honesty, Respect, Friendship, Success

ANNUAL CALENDAR

A copy of our Annual Calendar is distributed to staff and parents at the start of each session. This is on our school website.

Start of the Year Information is shared on Google Classroom, Term 1 newsletter and school blog.

Staff introductions
Pastoral support
School hours / Holidays
School meals system / lunchtime arrangements
Pupil safety before and after school
Curriculum for Excellence
Assessment for Learning
Behaviour Management
School dress code
Extra curricular activities
Assessment
Photographs
Healthy Eating /Health Promoting School
School Council / budget / likely costs of trips etc.
ParentPay
School Website
E mail

Google Classroom
Maths – SEAL Approaches
Language – Dive into Reading Approaches
French/ Spanish
Other Curricular Areas
Class visits / activities
Class Blog
Homework
Practical workshop/ CEOPS/ Health and well being
Display of resources

PARENTAL ENGAGEMENT

'Meet the Teacher' meetings are held at the start of the session.

3.15p.m. – 5.00p.m. 'Meet the Teacher' 3rd September 2025

ASSEMBLIES

The early stages school assemblies for pupils in P1 & P2 will be taken by Mrs Johnston in their own class bases. P3 pupils will meet in their class bases with Miss Reilly.
The upper stages P4-P7, assemblies will be taken by Mrs McPherson and Mrs Murray. Teachers will accompany the children to the assembly location and then have 45 mins NON-CLASS CONTACT TIME. Teachers should return to collect classes promptly.
The school chaplain will on occasion support the delivery of an assembly programme. He will take responsibility for delivering a selection of Christian based assemblies. These include Harvest, Christmas, Easter and the Valedictory service.

The assembly programme has been designed to incorporate all world religions as well as areas related to citizenship and Health and Wellbeing. Throughout the year a range of invited guests will deliver assemblies on their specialist area.

At Harvest time, children bring gifts of food which is then gifted to the Renfrewshire Food bank.

STAR AWARDS/ ROLL OF HONOUR/GOLDEN CONE

The assemblies provide an opportunity to acknowledge and share the achievements of the pupils both in and out with school. Achievements take the format of a Roll of Honor. Pupils full names should be written down clearly and legibly, and a brief explanation given e.g. certificates, medals, dancing success, piano exam success, man of the match, swimming badge/certificate, Brownie badge etc.

The teachers in each class should select FOUR children who deserve special recognition, one for each of the four capacities, giving a brief explanation of why they were chosen. These children will be listed in the Superstar section. As each name is called, the child should come to the front of the assembly and be presented with their award. TWO children from the original list of four will be nominated to receive a Golden Cone award and will receive an ice-cream/ ice lolly as a reward for their efforts on a Friday. All pupils must return their Golden Cone consent form signed to DHT.

The Star Award book should be completed and handed to DHT on Monday morning, to allow time for certificates to be prepared.

Criteria for Superstar Awards:

Confident Individual	Shows ambition and a sense of self respect (Making the right choices)
Responsible citizen	Shows respect for others and their environment (Good manners /helping others)
Successful Learner	Is enthusiastic and motivated to learn, shows determination to reach high standards in their work. (Excellent attitude to work)
Effective contributor	Demonstrates initiative, the ability to lead and think in an enterprising way (Teamwork)

Outstanding external achievements Special sports certificates, trophies, medals

ASSESSMENTS 2025-26

Literacy Assessment
The formal assessment of **individual talks** should be introduced in P3 (First Level). A3 assessment records should be kept and passed on to the next class teacher within each level. It is expected that from P4 to P7, children will deliver **two** talks per session to be assessed upon. Informal formative assessment of group talks should continue through playful, group challenges / co-operative learning activities. Pupils who are less confident, may present to a small group rather than a whole class.

Assessment of Reading should be completed formatively through engagement with a variety of texts and genres. In addition, summative assessments should be carried out, in consultation with the Literacy Co-ordinator during scheduled Attainment Meetings, in order to discuss when this is appropriate. These assessments should be used to support teacher judgement, monitor and track children's progress, as well as being used as a tool to inform staff of children's next steps.

Star Reading Tests should be carried out in August and at the end of January to support assessment of reading (P3-7). This will provide a reading age and ZPD reading range for each child which will be used in association with the Accelerated Reading program.
GL Assessments are used to assess reading using PTM and PTE products at key points in the year at P3 and P6.

Personal/reflective, **functiona**l and **imaginative/creative** writing should be assessed using the agreed criteria for each level. It is expected that teachers will use the appropriate assessment criteria for **1** piece of personal/reflective, **1** functional and **1** imaginative/creative writing within a session (**3** in total). This will provide evidence of each child's progress within the level and will show the progress that the children are making. Staff have the flexibility to choose when these assessments should be done and they should be completed by the end of May. Staff and children should continue to discuss, plan and develop agreed targets each term.

A spelling test is carried out in August and February to support assessment of progress. P1-3 will undertake regular assessments focussing on children's phonological development.
P1 staff will record children's progress on the Early Level literacy profile and evidence should be filed in the children's Early Level profiles.

Reading and Spelling Difficulties Identified Following Assessment
IDL is a computer program which is used to support pupils who may have a potential dyslexic type difficulty. Pupils will be assessed by Pupil Support Co-ordinator using a variety of methods, before a pupil is placed on this program. Parents will be informed prior to commencing and will be given regular updates from PSC.
IDL is completed daily in school and then again at home. The pupils who do this, make the most gains. Progressed is assessed every 6 months and Reading Ages and Spelling Ages are shared with their parents and pupil progress is tracked on the Whole School Tracker.
Dyslexia evidence is also gathered bi-annually of pupil's unmarked written work and a piece of dictation.

Maths & Numeracy Monitoring, Tracking and Assessment
Pupil progress is discussed in depth with Maths Co-ordinator bi-annually at the planned Attainment Meetings for each stage.
Formative and summative assessments should be carried out, in consultation with the Maths Co-ordinator during scheduled Attainment Meetings, in order to discuss when this is appropriate. These assessments should be used to support teacher judgement, monitor and track children's progress, as well as being used as a tool to inform staff of children's next steps.

Formative

- Teachers carry out daily assessment of pupil progress using the wealth of AfL strategies. These observations should be reflected upon and evaluated to support future learning.
- Results of numeracy based mental maths tasks, times tables tests, 'Big Maths, Beat That' etc should be recorded regularly in the Assessment section of the maths planner, making clear what has been assessed and when. i.e. 6x, x decimals by 10 + 100.
- Renfrewshire NEW Maths assessments or Leckie Assessments should be completed on a separate sheet, piece of paper or booklet. Please ensure that the pupil's name is clearly displayed and the date. Once marked, pupil's scores should be shared with the pupil-privately and any corrections completed. It should then be filed in the pupil's numeracy progress profile. Performance results should be analysed by the class teacher, then recorded in the Assessment section of the maths planner and notes made on any next steps taken for specific pupils based on results. It is important that pupils understand what they do well and what they need to do to improve.

Summative

- NEW Renfrewshire Maths Pathway Assessment papers can be obtained from the Maths Co-ordinator or online. Once completed, they should be filed in Maths & Numeracy Profiles. A record of results should be kept in the assessment section of the maths forward plan. The record sheet should be completed and a photocopy of the original should be handed to Maths Co-ordinator with relevant strengths/developmental needs highlighted. Pupils should do their corrections and be made aware of their present ability and what they need to work on. Assessment percentages will be recorded in the Whole School Tracker. Staff should use their professional judgement and decide who is A – Ahead, OT – On Track, SB – Slightly Behind or CB – Considerably Behind.

Maths Planners Guidance

- Progression & Support Document - Indicate topics you plan to cover at the start of each term by broadly dating - Term 1, Term 2 or Term 3 at the side.
- Date by month when work was actually completed to give an indication of duration underneath Term 1, 2 or 3. e.g. Term 1 Sep '25
- Progression and Support Pathway to be completed in any order of the flow chart. Experiences and outcomes can be bundled too and linked to a topic if you so wish. Highlight each box once completed, using the designated colour Term 1 – yellow Term 2 - green Term 3 - pink

Evaluation template should be used and can be found in Staff Shared. An evaluation should be completed at the end of Term 1 and Term 2. At the end of Term 3, there is no requirement as staff will complete a Transfer of Information instead. There will also be an opportunity for staff to meet with the receiving teacher for the next session to share this information on their pupils, as part of collegiate time.

Templates for recording assessment results and Transfer of Information template can be found in the Staff Resources folder in 'Curricular Areas'. Please use the standardised form.

BEHAVIOUR MANAGEMENT

A full Behaviour management policy and Anti Bullying policy are in place and a summary is outlined below.

Children's behaviour is the responsibility of staff, parents and children alike, if children are to develop into responsible, well adjusted adults. A clear philosophy and well defined parameters of behaviour, understood by all, promotes an atmosphere conducive to learning and teaching and the safety and wellbeing of pupils and staff.

We hope to instill in our pupils, patterns of behaviour which:

- reflect and honor our school's values - **Honesty, Friendship, Success, Respect.**
- promote and develop respect for themselves, each other and all adults in the school.
- build self-esteem and confidence.
- build pride in their school and community in which the live and understand the active part they play in both.
- ensure a high standard of behaviour at all times, whether in classroom areas, open areas or outside.

Developing Positive Relationships Plan

Behaviour Management – Verbal, Visual, Blip!

Verbal warning
Visual warning
Blip!

A Behaviour Management poster is displayed in all classes on the front of the class teacher's desk. A verbal warning will be given in the first instance. If the behaviour is repeated a visual warning card will be issued and placed on the child's desk. If the behaviour is repeated, a Blip will be given.
Extra In P1-3, CT/DHT will call parent if a child is needing further support with their behaviour.
If a pupil receives three 'Blips' in one week, they will attend a Seasons for Change class with DHT and will be given support to help change their behaviour. They may also attend a 'Nurture Natter' session to offer further support and guidance from their peers.

Other Behaviour Strategies

Staff consistently across the school supporting pupils with their behaviour by engaging in restorative conversation and Big Deal/Little Deal approaches.

RNRA, NVR approaches should be used in all classes, with a focus on building positive relationships with pupil and class teacher - CONNECT before you can CORRECT any behaviours.

'Time Out' if behaviour is unacceptable in the playground. Pupils should be supported by a member of playground staff and given time to reflect on their behaviour and the choices they made. Minor incidents dealt with by playground staff. Major incidents e.g. fighting to be dealt with by SMT.

Class teachers and support staff are encouraged to consult with the stage manager for support in dealing with more serious disruptive behaviour. Staff will use RNRA strategies e.g. Calm Corners, Treasure Boxes, Calm Table, Lilac Couch, Time Out, De-escalation Techniques – humour, rule of one, strike when the iron is cold, auto pilot statements, quiet tone, 'start' rather than 'stop' requests. Get Curious, 'I wonder if..,'.
Class teachers should spend time with the child in order to build their relationship and engage in a restorative conversation.

Framework for Intervention

Level 1 Approaches
Teacher raises concern with stage manager (No concern is considered too trivial)
Stage manager and teacher agree plan to support pupil

Plan is carried out and progress is reviewed
Attend Seasons for Change, Nurture or Basket Time sessions

Level 2 Approaches (if behaviour remains a concern)
Behaviour plan is reviewed
NVR approaches put in place by staff and shared with parent
Challenging Behaviour Risk Assessment completed
Involve parents in the process
All incidents recorded on Pastoral Notes
All injuries/assaults to be recorded on Business World by staff member – AIRD report

Level 3 Approaches (Level 1/2 completed and still a problem)
TAC meeting
NVR training for parents if appropriate
Access support / resources
Challenging Behaviour Risk Assessment reviewed
All incidents recorded on Pastoral Notes
All injuries/assaults to be recorded on Business World by staff member

CHILD PROTECTION

The Scottish Executive's vision for Scotland's children is:

"A Scotland in which every child matters, where every child regardless of his or her family background, has the best possible start in life"

The National Reform Programme
Projects include:
The Children's Charter, setting out what every child has the right to expect.
The Framework of Standards which applies to all agencies, and sets out practice required.
The development of multi agency inspection for all agencies involved in child protection

Mrs Carol Farquhar, Principal Teacher is the named trainer for Houston Primary. She will deliver Child protection training through a planned programme, as and when required.
In Houston Primary School, it is our aim to establish a positive ethos which supports and values children and contributes to their welfare and general protection. We require effective practice that protects our children and uses careful professional judgment and skill.
We follow the procedures set out in Renfrewshire Council Revised Standard Circular 57 on Child Protection.
All staff are required to be familiar with this Standard Circular and Child Protection Guidance.
A Guide for parents and carers will also be displayed at the front entrance.

Action Guidance
If you have direct evidence or suspicion of child abuse then the only way you can protect the child or children is to report the matter immediately. You must ensure that your ongoing involvement is in the child's best interest.
If a member of staff or other adults have cause for concern, they should immediately report it to Jennifer Murray, H.T, Jillian McPherson, Amanda Johnston, Michelle Reilly, DHTs, or Carol Farquhar, Lorraine Wilson, PTs. Proof is not required.
The person in charge will:

> Treat grounds for concern as a priority for action
> Consider immediate needs for all children involved
> Take emergency action if required e.g. police or medical services
> Immediately contact Social Work where grounds for concern relate to child protection
> Discuss with Duty senior social worker action to be taken, if any and when and by whom parents will be informed.
> Ensure staff record relevant information immediately. The record should be dated, signed and stored in a confidential file.
> Confidentiality and discretion should be maintained at all times
> Cooperate fully with all agencies that may become involved
> Support the child(ren) as appropriate and necessary

Johnstone Social Work -telephone-0300 300 1199

Additional Guidance
It is the role of the Police and the Social Work department to investigate allegations of child abuse. The person in charge or the member of staff to whom the child speaks about suspected abuse, should record as fully as possible so far as is practical what the child says, without being drawn into

detailed questioning. Any questioning should be limited to attempting to clarify the explanation and whether it is consistent with the injury or cause for concern.

While every effort will be made to maintain confidentiality, if there is cause for concern about a child's welfare, it will be necessary to pass on the information to Police or Social Work as may be required.
Information will be treated with extreme sensitivity and will only be conveyed to those professionals who are in a position to protect and support the child. If a member of staff is suspected of abuse, the same policy applies.

SENIOR LEADERSHIP TEAM

Mrs Jennifer Murray	Overall responsibility for running of the school/EL&CC
Head Teacher	Human Resources

Budget
Students/Work Experience
Advisor to the School Council
CPD Staff Development Co-ordinator

Mrs Jillian McPherson
Depute Head Teacher

Pastoral Care - P5, P6 & P7
Mathematics and Numeracy
Primary/Secondary Liaison
Pupil Support Co-ordinator
RNRA Leader

Eco Schools

Mrs Amanda Johnston
Depute Head Teacher

Pastoral Care – P1, P2
English Language/Literacy
Bookshop Committee
Science
CPD Staff Development Co-ordinator

ICT
Pupil Council
Floorbooks/Soc Studies
Playful Pedagogy

Ms Michelle Reilly
Depute Head Teacher

Pastoral Care – P3 & P4
Health & Wellbeing

Dyslexia

Principal Teacher **Miss Lorraine Wilson**
Playful Pedagogy
Expressive Arts
Modern Languages
Scottish afternoon / concerts

Principal Teacher **Mrs Carol Farquhar**
Active Schools
Digital Leader/Technologies
Religious and Moral Education
Citizenship
Enterprise Education
Health and Wellbeing, including P.E.
Health Promoting School Accreditation
Fairtrade
(Child Protection trainer for Primary Cluster)

Miss Laura Anderson
Depute Head of EL&CC

Mrs Helen Greenhorn
Depute Head of EL&CC

Teaching Staff

Principal Teachers
Miss L Wilson
Mrs C Farquhar

Class Teachers
Mrs R Stoddart
Mrs Lammey

Miss Grant
Miss C Brown
Mr T Burges
Mrs E Campbell
Mrs L Conaghan
Mrs L A Connick
Mrs J A Dunn
Mrs K Ellis
Miss N Kidd
Miss M McCafferty
Miss M McGowan
Mrs K Mitchell
Ms L Moruzzi
Mr A Patterson
Mrs D Stefanatos
Miss D Tait
Miss L Hughes
Miss Ellie Little
Miss Taylor Donald NQT

Support Staff

Mr Kevin McPhee - Service Delivery Officer

Mrs Leanne Larkins - Senior Clerical Officer School

Mrs Deborah Marshall - Clerical Assistant School

Mrs Donna Martin - Clerical Assistant School

Mrs Karen Blair – Senior Clerical Officer ELCC

Mrs Dot Whyte - Classroom Assistant

Mrs Lesley Turnbull - Classroom Assistant

Mrs Aileen Rankin - Additional Support Needs Auxiliary

Mrs Lorraine Brown - Additional Support Needs Auxiliary

Miss Natalia Rozwadowska - Additional Support Needs Auxiliary

Mrs Chantal Freel - Additional Support Needs Auxiliary

Mrs Kimberly Coutts - Additional Support Needs Auxiliary

Mrs Marie White - Additional Support Needs Auxiliary

Early Learning & Childcare Centre Staff

Mrs Julie Bell - Early Learning & Childcare Officer

Ms Jan Black – Support Worker

Miss Hayley Cochrane - Early Learning & Childcare Officer

Mr Stephen Donnelly - Early Learning & Childcare Officer

Mrs Tracey Ferguson - Early Learning & Childcare Officer

Miss Amanda Fernie - Early Learning & Childcare Officer

Mrs Laura Jack - Early Learning & Childcare Officer

Miss Zoe McIntyre - Early Learning & Childcare Officer

Miss Kayleigh Moran - Early Learning & Childcare Officer

Mrs Tracey Pollock - Early Learning & Childcare Officer

Mrs Rukhsar Aziz - Early Learning & Childcare Officer

Mrs Amanda Smart - Early Learning & Childcare Officer

Miss Elaine Forbes - Early Learning & Childcare Officer (Temporary)

Ms Stella Campbell - Early Years Support Worker

Mrs Pam Pall - Early Years Support Worker

Ms Sarah Singer – Kitchen Staff

Visiting Staff

Ms Laura Weir - School Nurse

Ms Lynsey Copley - School Nurse

Mrs Kirsten Mann – Visual Impairment

Ms Angela Allen – Hearing Impairment

Ms Maureen Dickson – School Health Support Worker

Mrs Kirsty Forrest – Educational Psychologist

Mrs Caroline Tennant – Brass Instructor

Ms Suzanne Greenlees – Violin Instructor

Mr Ronnie Cocozza – Woodwind Instructor

Mr Coombe - PE Specialist Teacher

Rev Steven Owens - School Chaplain

VACANCY - Active School Co-ordinator

COMMUNICATIONS

Staff Meeting

A staff meeting takes place every second Tuesday/Thursday at 3.10p.m. – 3.40p.m.
The Head Teacher should be informed of items to be included in agenda beforehand. Staff can record any matters to discuss on the whiteboard in the staffroom or speak to any member of SMT.
Financial matters relating to the school fund or D.M.R. budget, Health and safety will be discussed at this meeting when necessary.

Weekly Diary
A weekly diary of daily events for the week ahead is circulated to staff at the staff meeting and spare copies are available in the Staffroom. There is also a Notice Board in the staffroom to inform staff of any changes made to the diary at short notice. Staff Information WhatsApp group is used before and after school hours to share important information and/or staff GLOW email. Staff should check their GLOW email daily.

Incident Register
Staff keep an incident register in each class. Parents should be informed either by phone, email if their child's behaviour is of concern. Pupils with three recorded incidents are demonstrating a need for further support and so, any pupil in P1-7 can attend a Season for Change class with DHT and Nurture Natter sessions to support their behaviour. DHT will record incidents on Pastoral Notes for reference.

Pupil's Wider Achievements
Teaching Staff keep a file in their Star Awards Book to record special facts about each child e.g. achievement, representing the school to support report writing. A spreadsheet is housed in Star Awards File to record club /group/committee membership. A whole school overview of pupil club membership is issued for completion twice a year. This overview is retained, analysed and actioned by Head Teacher. This session we will trial a digital format.

Office Diary
This contains details of events, courses and activities which are planned in advance. E.g, School trips
All staff are asked to note details of planned meetings, trips, extra curricular clubs or events in the office diary. This information will then be included in the Weekly Diary.

Staff Notice Board
All job adverts are emailed to relevant members of staff.
Staff development opportunities are on Renfrewshire's CPD online. All staff must alert Mrs Johnston that they have applied for a course, in order for it to be processed and that Mrs Murray has approved their attendance.

Pupil Concerns
If any member of staff has concerns about a pupil or any aspect of school life, the P.T., D.H.T. or H.T. should be informed. It is important to share concerns with the Management Team to enable them to support you to find solutions. Any concerns of a Child Protection nature should be shared immediately with a member of SMT and either a Pink Cause for Concern slip is completed or Appendix 4 from Standard Circular 57. Staff should record using the child's words, draw a line underneath their statement, and date and sign it.

Parent Concerns
Parents can become anxious about their child. Teaching staff make themselves available to meet informally with parents sometimes at the end of the school day to reassure them or answer any queries they may have. Parents are asked to contact the school office in the first instance to make an appointment. Should further investigation be required, the stage manager will arrange to meet with the parents. This time spent with parents is valuable and can prevent a small

issue or concern from escalating. Parents are usually seen or contacted within the same day of enquiry and certainly within 2 days. At the very latest 3 days is considered an acceptable timeframe. **It is important to keep stage managers informed of phone calls, emails or meetings with parents and issues arising. Line managers must always be informed prior to the interaction taking place. A summary of the meeting should be sent to SMT by email, so that it can be easily recorded on SEEMiS, Pastoral Notes.**

Pupil Support
Two GIRFEC reviews and two Attainment meetings will take place each session, as part of the working time agreement. Minutes, recording of observations and planned support, are recorded in Pastoral Notes and a paper copy is also given to staff for reference. All concerns must be shared with Pupil Support Co-ordinator.

Staff Base
This is located in the conference Room. There is also a staff working area in the staff room, which is available for staff meetings and for teaching staff to use in their non class contact time. All recent publications and a staff library are housed in the conference Room and outside DHT office. New publications will be shared via Staff Information WhatsApp group. Please return all resources, so other staff members can access.

CONTINUING PROFESSIONAL DEVELOPMENT
Using Renfrewshire's CPD online service
All staff are registered on the online C.P.D. service. This is managed by the Staff Development Co-ordinators, Mrs Murray and Mrs Johnston.
The service is web based and can be accessed on any computer in school or at home.
Renfrewshire C.P.D. web address is **http://renfrewshire.cpdservice.net**
Username **jennifermurray** (first name and surname, no apostrophes)
password **password** (change this to your own password on your first visit)

Should you encounter any difficulties, please seek help from the C.P.D. co-ordinators in the first instance.

In-Service Days
There are 5 in-service days throughout each school session. All full time staff must attend all sessions. Part-time members of staff must consult with HT, as to which sessions they will attend.
August
October
February
April
May

CPD opportunities
A number of staff are trainers in the following areas:

Circle Time - Jennifer Murray
RNRA - Jillian McPherson, Lindsay Conaghan, Laura Anderson
CIRCLE – Jillian McPherson, Elaine Campbell, Kirsty Mitchell
Critical Skills - Lindsay Conaghan, Julie Ann Dunn

Cooperative Learning - Karen Neilson
SEAL - Karen Neilson
Child Protection - Carol Farquhar, Jillian McPherson, Jennifer Murray, Amanda Johnston and Michelle Reilly

Staff are welcome to seek advice from them.
We have a very high caliber and talented staff who are willing to share their talents with both children and staff.

Professional Update/ Lifelong learning
Teaching staff have an obligation to undertake 35 hours C.P.D. training out with the school day. They must also keep a record of this on their GTC account.
It is the responsibility of all staff to keep their CPD record up to date and to refer to it as part of the preparation for the annual review with a member of the Senior Management Team.
Annual Professional Review and Development meetings for staff take place in term 3.
ELCC staff and support staff PRD meetings take place in term 1.

A Staff Library is situated outside DHT office and in the conference Room. Please return books timeously.

TOP SHELF CONTENTS:	Circle time, P.S.D., A.I.F.L., mind mapping, health, citizenship
SECOND SHELF :	Curriculum For Excellence documents, Maths
THIRD SHELF :	Science, Pupil support materials, e.g. Dyslexia , Dyspraxia, ADHD
FOURTH SHELF :	H.G.I.O.S. , School Handbook, Attainment / assessment materials
DHT OFFICE:	Maths, Nurture, Pupil Support

CURRICULUM BALANCE

We must ensure that children are given the opportunity to experience all curricular areas and to progressively develop their skills and knowledge in each area.

Where possible cross curricular themes / inter disciplinary learning experiences should be used to provide suitable contexts for the children to make their learning meaningful. Children should be consulted as part of the planning process.

As an approximate guide, please ensure that a balance is achieved in relation to the following subjects as outlined in Curriculum For Excellence.
It is acceptable to cover e.g. an R.E. topic over a two/three week period rather than one short block of time each week.
All children must participate in 2 hours of physical exercise every week and every effort must be made to ensure that this happens. This can be done indoors or outdoors.
Wherever possible, I.C.T. should be taught / developed within the context of other curricular areas.
It is important to ensure that a balance of time is achieved in the following curricular areas which contribute to Curriculum for Excellence. Programmes are provided as a basis of themes / contents to be covered at each stage. Staff are expected to think creatively when deciding upon the best teaching / learning strategies to use.

CURRICULAR AREA	INCLUDES
Languages	Reading, writing, listening, talking, French, Spanish
Mathematics	Number, money, measure, shape, position, movement, information handling
Social Studies	People and their values in different times, places and circumstances
Technologies	Creative, practical, work related experiences and outcomes in craft, design, graphics, food, textiles and I.C.T.

Science	Experiences and outcomes in biological, chemical, physical and environmental Contexts	
Health and Wellbeing	P.E., health promotion, personal and social development	
Religious and moral education	World religions and other approaches to living independent of religious belief	
	Religious observance	
Expressive Arts	Music, drama, art and design	
	Total	25.00 hours

You will receive a copy of Gym Hall, Dining Hall, Music Room, G.P. Room Resource Area, Maths Zone, Courtyard, Nurture room and Library timetables.
A timetable will also be produced for classroom assistants and ASNAs and when staff can expect to receive a fair balance of support from them for their class or identified pupil(s). However, support will always go to the child who is requiring a higher level of support and all timetables are subject to change at short notice.
A copy of your class timetable should be given to all SMT at the beginning of the session. A copy should be displayed clearly in your class, detailing times when attending P.E. etc. If changes are made in the course of the session, an amended timetable should be completed and submitted to SMT.

FORWARD PLANNING

In Houston Primary, we plan ahead for all curricular areas. Teachers at each stage, plan together the work to be undertaken with their classes.
All forward plans are dated in advance and highlighted as completed.
Topics should be highlighted in a different colour each term
Term 1 - Yellow
Term 2 - Green
Term 3 - Pink
Forward Planners take the form of three ring binders – Maths(Green), Literacy(Red) & Other Areas(Black)
Long term planning is carried out termly. These plans are then collected by the appropriate member of the management team on specific dates.

Folder Title	
❖ Mathematics and numeracy	NEW Renfrewshire online planners for Early, 1st, 2nd and 3rd levels
❖ English Language, French/Spanish	Reading, Writing, Listening, Talking,
❖ All other areas	

All planners will feature cross curricular themes, interdisciplinary themes and meaningful contexts for learning.

Evaluations are included in all Forward Plans and should be completed by teachers termly according to the guidelines issued in Forward Planning Files.

WEEKLY PLANNING.

Based on the forward plans, the work of the class for each week should be planned **a week in advance** and written in the classroom Daily Planner. The planner should be left on the classroom desk so that it is readily available in case the teacher is absent. The planner should be sufficiently detailed to enable a replacement teacher to ensure a reasonable degree of continuity of teaching.

It is expected that all teachers assigned to a stage, plan collaboratively and that the non class contact time teacher takes responsibility for planning, teaching, assessing and reporting in specific curricular areas which they teach .
Classroom assistants plan their timetable a week in advance in consultation with class teachers.

DAILY PLANNING.
It is expected that daily planners will include information to inform progress and next steps for individuals / groups of children who may need it in a specific area.

FORWARD PLANNING DATES

All Forward Plans and evaluations for Literacy and Numeracy should be completed by approximately the dates noted below:

Term 1 Mid Dec Term 2 End of Mar Term 3 Mid June(Transfer of Information)

The subject coordinator will collect plans after the completion date and return to teachers as soon as possible.

Guidance on Planning and Evaluating Other Curricular Areas
Planning
The curriculum at Houston Primary School is designed to take account of Curriculum for Excellence guidelines, whilst ensuring balance and the best possible progression. Where appropriate, outcomes and experiences have been bundled and staff are encouraged to make use of interdisciplinary planning approaches which allow learners to make connections and apply their learning in meaningful contexts. Themes for learning have been carefully considered to ensure they are motivating and relevant to our school's context, taking account of links to our community and the wider world.
Below you will find an Annual Overview. In consultation with SMT in August, you should select a cycle to help plan the delivery of Social Studies, Sciences and Religious & Moral Education across the year. The aim is to help staff plan and organise learning across each term, allowing sufficient time to provide depth in learning. It is not expected that all areas of the curriculum will be covered each week. It is important that you note, at the end of each term, what has been covered and add notes to reflect flexibility e.g. alternative teaching and learning experiences, change of focus due to current local or national events, current affairs etc. Please highlight the overview and planners as outlined in the table below:

Planning and Evaluation Cycles	
Term 1 August-December	
Term 2 January-March	
Term 3 April- June	

Plans are intended to provide staff with useful curriculum information as well as ideas for possible teaching and learning approaches. These plans are intended to provide learners with quality experiences that help children and young people become: successful learners, confident individuals, responsible citizens and effective contributors, whilst also reflecting the curriculum design principles: challenge and enjoyment, breadth, progression, depth, coherence, relevance and personalisation and choice. Planners include Es & Os, suggested benchmarks to support planning and assessment, as well as suggested activities. Please note, flexibility and personalisation when planning is key; it is not the intention that in every subject, every E&O, benchmark and activity will be completed and highlighted. Staff should work with planning documents, highlighting and making notes, where and when appropriate. Teachers should be mindful of other staff

covering their class and should ensure that planning is dated and highlighted to show what has been covered. It must also be accessible. Planners can be printed from the Curricular Areas folders in Staff Shared.

Talking & Thinking Floorbook Approach

Currently, staff across the ELCC and school are working to develop the Talking and Thinking Floorbooks approach. The aim is to provide children and young people with increased ownership of their learning by consulting with them throughout the planning process, as well as actively involving them in the documentation and evaluation of their learning. It is expected that staff will share the Experiences & Outcomes with their class and will use methods such as 3D mind mapping and Talking Tubs to elicit prior knowledge and help plan possible lines of development (PLODS). The idea is to investigate different strands of learning and document it using a variety of evidence including photographs, the child's voice, examples of their work and evaluative comments that reflect the learning that has taken place.

It is expected that two Floorbooks will be produced during the school year by each class. When not using Floorbooks, teachers should facilitate the documentation of the learners' journey through a wall display, digital presentation or personal topic journals. Floorbooks should be accessible at all times so that children can reflect on their learning. They can also be shared with parents and the wider school community.

Assessment & Moderation

Assessment is integral to learning and teaching. It is an ongoing process. Children and young people should be actively involved in dialogue relating to the assessment and moderation process. Through sharing of learning intentions and success criteria (including co-constructing success criteria) they should be supported in evaluating their learning and identifying their own next steps.

Achievement of a level is based on teachers' overall professional judgement and is informed by a range of evidence. The benchmarks are designed to support teacher professional judgement of both, progress towards, and achievement of, a level. Benchmarks are included in planners to support planning and assessment. They should not be ticked off in a list. Assessment evidence is intended to be used to help teachers and young people plan next steps in learning.

Moderation is a vital to planning learning, teaching and assessment. It provides staff with confidence in their own judgements. Opportunities for moderation between a stage, across a level and across the school will be planned as part of our collegiate programme. SMT will also seek opportunities to participate in moderation activities within our cluster, at authority and national level, where possible.

Evaluations

At the end of each term, teaching staff are expected to complete evaluations of teaching and learning. An A3 sized evaluation sheet, listing curricular areas, can be found at the front of the Other Areas folder. When evaluating, please consider and comment on:

- effectiveness of teaching and learning approaches (e.g. floorbook approach, visits, outdoor learning, critical skills approach, practical 'hands on' learning, use of ICT etc.)
- any individual's strengths or development needs (how capable learners are being challenged and how identified children are being supported)
- possible next steps to further develop particular skills and help children progress through a level
- ideas to enhance learning, should you teach this again (e.g. resources, training, specialist input)

Please note, if your class has a Talking & Thinking Floorbook (or the approach is documented digitally, or on walls) it is not necessary to complete a separate evaluation as learning should be evaluated throughout the book. Simply write a note on the Evaluation sheet, directing SMT/PT to your Floorbook/display.

Quality Assurance

In consultation with staff, learning walks will be scheduled throughout the school year, so that staff can evaluate the quality of learning and what it is like to be a learner in your class. This will involve consultations with learners and their teachers, as well as use of Floorbooks.

Talking & Thinking Floorbooks

In order to involve children fully in the planning, documentation and evaluation of their learning, we make use of Mindstretcher's Talking and thinking Floorbook approach. This is more than journal. Primarily, this is used to document the learning journey through a topic. It values what children *think*, *say* and *do*. It allows staff to be more responsive in their planning and provides a **communication tool** for recording:

- prior knowledge, including misconceptions
- big questions
- children's learning experiences (photos, drawings, annotated diagrams, pieces of work, group challenges, visits, QR codes etc.)
- teacher's observations
- children's reflections and comments on their experiences including quotes
- P.L.O.D.s (Possible Lines of Development)
- explicit links to Es & Os, including knoweldge, attitudes and skills developed
- children's evaluations of their learning journey; assessing their own understanding and performance

Talking Tubs are a useful tool for introducing a new concept and generating rich conversation around what children bring to the topic and would be interested to explore in further detail. 3D (and 2D) Mindmaps and Thinking Trees are also useful resources for helping to bring together ideas and plan next steps.
For a guide on how to implement this approach, please see **Floorbooks** folder in the *Online Learning Resources & Guides* folder in the *Google Shared Drive*.

DATA PROTECTION

Schools and teachers need to collect and use personal information to function. The Data Protection Act 1998 ("DPA") contains the rules on how this information should be handled. Breach of the DPA is a serious matter. The Council can be fined up to £500,000 by the Information Commissioner for a serious breach.

- Although data protection is complex, its ethos is simple. It aims to protect people's personal information.

- There are eight data protection principles, which govern what can and cannot be done with personal information. This means that personal information should not be disclosed unless the DPA allows this. It must also be kept accurate and up to date, relevant and not excessive, and secure.

- The Council is the data controller and has corporate responsibility for data protection. However, every member of staff has a duty to handle personal information properly and confidentially.

- Staff should never use information obtained in the course of their employment for another, unrelated, purpose.

- Be aware that, under the DPA, individuals have the right to access information which schools hold about them. Parents also have an independent right of access to educational records under separate regulations. This includes access to opinions. The professional opinions of teachers are important, but should be distinguished from statements of fact.

- Do not feel under pressure to supply people with information on request. Although people have a right to access their own personal information under the DPA and freedom of information may entitle them to access some limited information about other people, such requests must be in writing and the Council has time to consider these (40 calendar days for DPA requests, 15 school days for parent's requesting access to an educational record and 20 working days for a FOI request)

- If someone verbally requests personal information, ask them to put this in writing and inform HT immediately. Written requests should be forwarded immediately to the ELS data protection officers, Laura Baillie or Alison Gallagher, who will deal with those. Schools should not respond to requests.

- In some cases, the Police may ask for personal information held by schools as part of a specific investigation. This information can be provided if the Police produce what is referred to as a 'section 29(3) certificate'. This is simply a statement which confirms that the information requested is needed for the prevention or detection of crime or for the apprehension or prosecution of offenders.

- Although great care must be taken with people's personal information, data protection is **never** an obstacle to sharing information when this is necessary for child protection purposes. In such cases, it is important to consider the risks of **not** sharing information, although advice on information sharing with other Council Services or external agencies can be obtained from the ELS data protection officers or Legal & Democratic Services, at any time.

- Pupils' personal information should only be published, and they should only be photographed or videoed by schools, where consent forms have been signed by parents, (and pupils if 12 or over), explaining why the information is being published/photographs are being taken/videos are being made and what they will be used for, by whom. Teachers should never use their own personal cameras, phones or other equipment, for this purpose.

- Schools cannot ban the use of videos or cameras by parents during school events on the basis of the DPA. This is because personal information used for domestic, household or private purposes is exempt from most of the provisions of the DPA. This means that individual parents, unlike the Council, are not regulated by the DPA when they photograph their children, even if by doing so they are photographing other children, for their own purposes.

- Be aware that information security is not just about IT or technical security. Many recent headlines, which have resulted in organisations being fined under the DPA, have resulted from carelessness with paper records, such as sending information to the wrong recipient.

- Confidential information must be shredded, rather than binned, when this is no longer required.

- Be careful when sending an email that this is being sent to the correct recipient e.g. several people's emails start the same way. Be wary of using group email addresses unless you want to send the communication to everyone.

- Never share IT passwords or use someone else's log-in details.

- Always keep personal information secure, particularly when moving this out with school. Never leave personal information or portable devices unattended, where there could be unauthorised access, or in a car.

- Avoid leaving personal information on desks, even if the classroom can be locked.
- Where possible, avoid discussing matters of a sensitive nature where this could be overheard, especially in public.
- Never use social networking sites to discuss Council business, or in a way which may cause embarrassment to the Council.

If something goes wrong and information is lost, stolen or sent to the wrong recipient, report this to a line manager, who will contact the Council's Information Security Officer or another member of the Information Governance Team within Legal & Democratic Services.

DISPLAY

Each base has its own area outside the classroom for which staff are responsible. Good samples of the children's work, whether it is topic or art work, should be displayed with care and checked regularly to ensure items are still securely attached and in position. Only the pale blue pinboard should be used for display and ALL cream walls should remain clear, to ensure that there is a calm environment.

The reception area, curved wall and large wall opposite is updated with items on SIP.

Teachers in base 7 are responsible for the two walls directly adjoining their door area and large wall opposite

Teachers in base 6 are responsible for the two wall areas outside their doors and the Resource wall opposite Base 6

Teachers in base 5 are responsible for the walls outside base 5 and the Resource wall in their area.

Teachers in base 4 are responsible for the middle wall between the bases and the large wall opposite the sinks.

Teachers in the West Wing are responsible for the wall displays in the upper floor /lower floor of the west wing.

P2 teachers are responsible for the wall between the bases, the corner section and the wall next to the cleaners' cupboard.

P1 teachers are responsible for the corner wall next to base 1 and the corner work area.

P1 /2 teachers are collectively responsible for the Resource area wall and round the door frames of the P1 base and the DHT office.

The Management Team are responsible for Front entrance.

All displays should be updated and maintained regularly on pinboard surfaces. Pupils should be encouraged to cut out their own work and add it to the display, giving them responsibility, ownership and choice.

DOCUMENTS & GUIDELINES

"Curriculum For Excellence" guidance and examples of good practice can be found online on the "Education Scotland" Website and "Journey To Excellence" website.
Each teacher has been issued with a copy of CFE outcomes and experiences. These can also be accessed online.

One set of the following guidelines is located in each stage cupboard.

Curriculum For Excellence Learning Outcomes ring binder
Curriculum For Excellence (2005) - New curriculum guidelines
Building The Curriculum 12,3,4,5
The Journey to Excellence
How Good Is Our School 3
Assessment Is For Learning
HSPE
Big Maths
SEAL
GLOW – Renfrewshire Attainment Challenge – New Maths Planners

FILES
Each stage should have the following documentation: -

3 Forward planning files for the following areas:
English Language / French/ Spanish
Maths / Numeracy
Stage planning file –other areas/Floorbook

A Child's Plan folder containing significant pupil information (e.g. health issues /PLP) is housed in each base, as this contains confidential information, it must be stored in a locked filing cabinet.

Pastoral Notes - A record of meetings, conversations, reason for absence etc.

An ABC record is retained by the class teacher to record any behaviour issues or significant incidents. This record will be passed on to the next stage at the end of each session and retained in the blue Child's Plan folder.
All physical assaults on staff must be recorded on Business World.

EXTRA CURRICULAR ACTIVITIES

The Gym Hall and Dining Hall are available before school, at lunchtime and afternoon from 3.00-5.00 p.m. for extra-curricular activities.

Current Activities are organised and published by One Ren on Class 4 kids website at the start of each term.

Other Activities
Enterprise Team
Eco Committee
Pupil Council

FIRE PROCEDURES

INFORMATION FOR ALL STAFF

- If a fire breaks out in any area of the school, staff should activate the nearest fire alarm call point by lifting the plastic cover on the box and pressing the black button.
- 26 Fire Alarm call points are located throughout the school beside every exit door, resource areas, entrance hall outside staffroom and beside A.V room door in the dining hall.
- Fire extinguishers are located throughout the school.
- Fire drills should take place at least four times a year in primary schools.
- When the fire bell sounds (continuous drone or whistle blown in short repetitive bursts) all pupils and staff should leave the building immediately by the nearest accessible exit.
- Muster Point is along the playground fence at the rear of school building and at the bike shelter for Office staff.
- All windows, internal doors and fire exit doors should be closed as pupils/staff leave the room.
- Magnetic doors in corridors should automatically close in the event of a fire.
- No personal belongings should be taken to ensure a swift exit.
- Internal fire doors should **always** be kept closed.
- Pupils should be aware of drill procedures e.g., if they are in resource area/toilets/lunch hall etc. and where to meet their class if outwith the classroom when the alarm sounds.
- Warning of a fire drill will not always be given, and occasionally an exit might be blocked.
- When all pupils are accounted for at Muster Point, HT will confirm that everyone is safe.
- In the event of a power cut, staff will blow whistles to alert classes to exit the building.

SPECIFIC INFORMATION FOR TEACHING STAFF

- Class registers should be taken to check pupil numbers at Muster Point. Staff should ensure 2m physical distancing is maintained from each class once assembled.
- If any pupil is away from the class when the alarm sounds, i.e., receiving tuition from a visiting specialist, at the toilet, they should report to the class teacher on reaching the playground Muster Point.
- Registers should be taken when class leaves room e.g., P.E/daily mile, A.V room etc.
- Ensure any medicine/inhalers kept in classroom are taken outside when class evacuates.

SPECIFIC INFORMATION FOR SUPPORT/OFFICE STAFF

- Mrs Marshall-Mills — Rooms at front of school, staff toilets
- Mrs Martin — Gym, Dining Hall, and AV room
- Mrs Turnbull — Infant toilets, quiet room, resource area, base 1,2,3
- ASN/Class Teacher — Register / Medicines /school epi pen and inhaler
- Mrs Freel — Magnetic double doors to be closed
- Miss Rozwadowska — Base 4 and 5 classrooms, medical room, and junior toilets
- Mrs Larkins — Base 6, senior toilets and library learning area.

JANITOR/HT will be responsible for contacting the emergency services. The fire alarm circuit

- box is located at the front entrance and the SFO and HT has been trained in its operation.
- The janitor keeps a log of fire drills, which take place, and submits an annual return to Headquarters.

Office staff **must** ensure they lift the Emergency Grab Bag, Visitors Record Book and staff register.

HEALTH AND SAFETY / ACCIDENT PROCEDURES

Accident Action

Very Minor - class teacher to provide pupil with wipe and plaster. First Aid pouch to be kept in class teacher's bottom drawer and replenished as and when required.
Minor - first aider /CA/ASNA completes accident file located in Support Staff Base. Reports accident to class teacher.
Serious- e.g. head bumped, severe cut, etc. - attended by Support Staff/ First Aider. Text message sent to main contact if child has a head bump in school. Phone call to main contact to make them aware of the severity of the injury. Reported to teacher/Promoted Staff. Sign out at office.
Very Serious - e.g. very bad gash requiring stitches, or hospital visit etc. - inform a member of the Senior Management Team. Office staff will complete form on Business World.

Senior Facilities Manager to complete online form if accident occurs to cleaning staff.

FIRST AID BOX LOCATIONS
1 P1/ 2 Open Area 2 Support Staff Base 3 School Office 4 Staffroom 5 West Wing 6 Janitor's office

Contents of First Aid boxes are checked monthly by First Aider (Mrs Turnbull). This action is recorded in the First Aid folder and stocks replenished. The Depute Head Teacher, Jillian McPherson should be notified, by the appointed First Aider, immediately of additional items required and stocks replenished.

Accidents
These should be reported to the First Aider and treated by the relevant member of staff and/or First Aider. A decision will be made if the child needs to go home or receive more specialized treatment. Staff will identify on a diagram of the body indicating where the injury is and record a brief description in the Accident Ringbinder This should be viewed, read and signed by the parent/guardian when collecting their child. A member of the senior management team will also sign this.

Serious accidents
These should be reported to the First Aider and Head Teacher immediately. Parents should be contacted immediately and an ambulance called if necessary. Any child who receives hospital treatment following an injury, school staff must complete an AIRD report online.

When dealing with an open wound, or any body fluids, disposable gloves, protective glasses/face shield and aprons must be worn, bagged when removed and then disposed of.

Accidents involving staff
All accidents must be recorded on Business World, whether or not absence from work results. This includes acts of violence and aggression.

Staff details in the event of an emergency are located in the ELCC/School Office.

Qualified First Aiders
Jillian McPherson
Natalia Rozwadowska
Lesley Turnbull
Marie White

A First Aid kit must be taken on school visits. Pupils who have asthma or an Epipen must carry their own medication.

PUPIL SAFETY AT THE START OF SCHOOL DAY
Registers must be checked at the start of the day and after lunch.

If a child does not come to school and a phone call has not been received, the office staff must send a text message to the main carer, to ensure that the child is safe and to remind the parent of school procedures for pupil absence.

PUPIL SAFETY DURING SCHOOL DAY

If a child is sent home during the school day, a note of the reason should be recorded in the Medical/Accident ringbinder at the office, giving brief details and identifying the site of injury. The staff member and parent should sign it. **A member of S.M.T. must be informed before a decision is taken to send a child home.** Relevant teaching staff should be informed that the child has been sent home.

PUPIL SAFETY AT THE END OF DAY

Most children P1 - 3 are collected at the end of the day. Children who have other arrangements must return to school if their arrangements break down and appropriate phone calls will be made by the office staff. Pupils must sit on the blue seats facing the office window for supervision purposes.

Teachers should have a list of children attending Gryffe Manor and Strawberry Field After School Care and displayed at the exit door for any class teacher to see.

At 3.00p.m. Children who go to After School Care should go to the designated meeting point as previously arranged with their after school care provider. Staff should be easily recognized and be highly visible.

Mrs Turnbull and Mrs Whyte meet children in P1-3 who travel on the school buses at the P4/5 Open Area. P4-7 pupils will make their own way to the Bus Bay area and stand in an orderly queue. A staff member will keep a register.

Parents must inform after school club leaders if they are unable to attend an after school club.

Active School Staff/Gardening Granny must take a register of club members and report to S.M.T./office staff any child who is unaccounted for. Office staff will make contact with parent to confirm absence. At the end of each session the club leader must ensure that the child has been collected by a responsible adult.

HEALTH AND SAFETY – MEDICINES

ADMINISTRATION OF MEDICINES.
In accordance with the guidelines set down by Renfrewshire Education Authority, the headteacher will be responsible for the administration of medicines or a person delegated to do so. Only medicines which can be administered by a non-medically qualified person will be accepted and the parent should administer the first dose, prior to attending school. The Education Authority accept no responsibility for problems or errors which may arise from the administration of medicines.

If a child has asthma, epilepsy or any other long term medical problem, the parents are requested to fill in a pro-forma so that the school is aware of the problem and to ensure school records are kept up to date.
Pro-formas are available from the office. Pupils with inhalers or epipens should have them on their possession at all times.

PROCEDURE FOR ADMINISTRATION OF MEDICINES.
1. Parents will:-
   (a) complete an Administration of Medicine form, requesting medication to be given, giving details of time and dosage When necessary, this will be delegated to the HT, DHT or First Aider.

   (b) assist staff with the administration of medicine in particular complex cases.
   Parent should administer the first dose to the child.

   (c) Ensure the container is clearly labelled with -
      (1) Name of the child/ Photograph of child.
      (2) Name of the medicine.
      (3) Dosage and time.

2. Oral information will not be acted on.

3. Inhalers must be in a secure container, clearly labelled if being self administered by children.

4. Parents will be responsible for collecting medication from the Main Office at the end of the day.

Children with Medical Issues
Staff should ensure that they are aware of any child in their class who has an inhaler, Epipen or who suffers from a medical condition, by reading and signing the medical records in the Child's Plan folder. This information is also issued to all staff in the form of a poster and is kept on the inside page of the Daily Planner and displayed in Staff Room.

Health and Wellbeing
Houston Primary School and ELCC Class has been recognised as a health promoting establishment of the highest standard which means that every care is taken to ensure that the health and well being of both pupils and staff is a main priority.
Both staff and pupils are given many opportunities through daily extra curricular activities, Health Week and development opportunities to focus on their own health and well being.
A health promoting environment is extremely important and fresh water is provided for all, to encourage regular drinking of fresh water. Water coolers can be found in the P1/2 Resource Area, P4/5 Open Area, Dining Hall and Upper West Wing.
Suggestions are welcome to promote healthy lifestyles for both staff and pupils. Please let a member of the management team know if you have any suggestions.

Term dates 2025 to 2026

Teachers will return for the 2025 to 2026 school year on Thursday 14 August 2025.

First term: August to December 2025

Term dates August to December 2025		
Event	Status	Date
In-service day	School open for teachers and staff only	Thursday 14 August 2025
In-service day	School open for teachers and staff only	Friday 15 August 2025
Start of term	Pupils' first day at school	Monday 18 August 2025
Local holidays	Schools closed	Friday 26 September 2025
Local holidays	Schools closed	Monday 29 September 2025
Normal school day	Schools open	Tuesday 30 September 2025
Mid-term holidays	Schools closed	Monday 13 October 2025
Mid-term holidays	Schools closed	Tuesday 14 October 2025
Mid-term holidays	Schools closed	Wednesday 15 October 2025
Mid-term holidays	Schools closed	Thursday 16 October 2025
Mid-term holidays	Schools closed	Friday 17 October 2025
In-service day	School open for teachers and staff only	Monday 20 October 2025
Second half of term	Schools open	Tuesday 21 October 2025
St. Andrew's Day	Schools closed	Monday 1 December 2025
Normal school day	Schools open	Tuesday 2 December 2025
Christmas and New Year holidays	Schools closed	Monday 22 December 2025
Christmas and New Year holidays	Schools closed	Tuesday 23 December 2025
Christmas and New Year holidays	Schools closed	Wednesday 24 December 2025
Christmas and New Year holidays	Schools closed	Thursday 25 December 2025
Christmas and New Year holidays	Schools closed	Friday 26 December 2025

Term dates August to December 2025		
Event	Status	Date
Christmas and New Year holidays	Schools closed	Monday 29 December 2025
Christmas and New Year holidays	Schools closed	Tuesday 30 December 2025
Christmas and New Year holidays	Schools closed	Wednesday 31 December 2025
Christmas and New Year holidays	Schools closed	Thursday 1 January 2026
Christmas and New Year holidays	Schools closed	Friday 2 January 2026
Christmas and New Year holidays	Schools closed	Monday 5 January 2026

Second term: January to April 2026

Term dates January to April 2026		
Event	Status	Date
Start of term	Schools open	Tuesday 6 January 2026
Mid-term holidays	Schools closed	Monday 16 February 2026
Mid-term holidays	Schools closed	Tuesday 17 February 2026
In-service day	School open for teachers and staff only	Wednesday 18 February 2026
Second half of term	Schools open	Thursday 19 February 2026
Easter holidays	Schools closed	Friday 3 April 2026
Easter holidays	Schools closed	Monday 6 April 2026
Easter holidays	Schools closed	Tuesday 7 April 2026
Easter holidays	Schools closed	Wednesday 8 April 2026
Easter holidays	Schools closed	Thursday 9 April 2026
Easter holidays	Schools closed	Friday 10 April 2026
Easter holidays	Schools closed	Monday 13 April 2026
Easter holidays	Schools closed	Tuesday 14 April 2026

Term dates January to April 2026		
Event	Status	Date
Easter holidays	Schools closed	Wednesday 15 April 2026
Easter holidays	Schools closed	Thursday 16 April 2026
Easter holidays	Schools closed	Friday 17 April 2026

Third term: April to June 2026

Term dates April to June 2026		
Event	Status	Date
Start of term	Schools open	Monday 20 April 2026
May Day	Schools closed	Monday 4 May 2026
Normal school day	Schools open	Tuesday 5 May 2026
In-service day	Schools open for teachers and staff only	Thursday 7 May 2026
Normal school day	Schools open	Friday 8 May 2026
Local holiday	Schools closed	Monday 25 May 2026
Normal school day	Schools open	Tuesday 26 May 2026
Summer holidays	Schools closed	Wednesday 1 July 2026

Teachers will return for the 2026 to 2027 school year on Friday 14 August 2026.

HOMEWORK

Reading, spelling and maths homework is ongoing from P1 -P7 every week.
Homework should be varied and related to work done in class.
Homework is usually planned with the children on a weekly basis to enable them to plan tasks around other evening commitments. Note that homework should not normally be set for completion by the next day. If a child fails to complete homework, he / she is asked to complete it in school. (At playtime outside at the picnic benches, if it is a one

off)
If a child persistently fails to complete homework, D.H.T. should be alerted in order to provide support.

Too much homework leads to the danger of -
(1) inaccurate correction
(2) tearful sessions at home
(3) parental resentment
(4) pupil resentment
However, good homework practice does -
(1) encourage independent learning and research
(2) involve parents in child's education
(3) keep parents aware of school curriculum
(4) inform parents of child's level of attainment and rate of progress
(5) lead children to become conditioned to study periods at home in preparation for secondary education.
Use of websites to enhance learning is to be encouraged. The school subscribes to Sumdog and Education City. Heinemann, Leckie, 'Teejay Maths' and Education City are also available to consolidate maths work done in school.
At the beginning of the session staff outline the Homework policy and clarify the role of parents in supporting their child(ren) on Google Classroom and on the slideshow at Meet the Teacher.

All homework should be detailed on Google Classroom.

Homework timing
Homework should start wb 25 August
No homework should be given over holiday periods and homework should be reduced for a shorter week. Consideration should also be given to school discos, Hallowe'en, parents' evenings etc.
No homework wb 15 December.
No concessions leading up to Spring/October breaks.

INFORMATION COMMUNICATION TECHNOLOGY I.C.T.

All staff and pupils have a GLOW email address. Parents should not email staff directly and instead should make contact via the school office email address or by telephone.

All pupils have e-mail addresses and their own individual passwords. They are encouraged to use the internet safely. They must have a completed parental permission form before being allowed to do so.

The school has an intra-net using the Renfrewshire network. All pupils and staff use this, accessing it with a personal address and password.

Each member of teaching staff has a dedicated laptop for school use.

THE SCHOOL NETWORK

All staff have a log-in name for the network. eg **phosmithm1 and a password.**

All communications and useful documents for the whole staff can be found in the staff shared folder.

All staff also have a personal folder.

All work is saved on the school server.

ACCESSING WORK AT HOME

All teaching staff have GLOW accounts and should use their GOOGLE drive as a means of saving and storing work for use both in school and at home.

I.C.T PROBLEMS

The School I.C.T network is supported by a helpline service. Please contact Amanda Johnston, if you have a problem in the first instance.

Staff laptops **must** be secured in a locked cupboard and not left out overnight. They should be switched off at the end of each day/week to allow for central updates to take place.

IMPROVEMENT PLANNING

A copy of the school improvement plan is available in the staff shared folder and on the school website.
A Summary Improvement Plan is also available.

The Improvement Planning process is as follows:

Staff, Parent and Pupil audits are carried out in various ways throughout the year. When developments are highlighted, notes are updated in the Quality Audit document retained by the H.T. This document is then used to inform the school improvement plan.

April/May - Review of implementation of Improvement Plan

Sept - Publication of the new Improvement Plan

Sept/Oct - Issue of Summary Improvement Plan to parents

INCLEMENT WEATHER

* Pupils will be brought into classrooms by playground staff at 8.50 a.m, if there is heavy rain or snow. This will also apply if weather deteriorates during lunch/intervals.

* Primary 6 & 7 monitors will go into P1-6 classes.
  At the start of term, teaching staff will introduce class monitors and set guidelines for all pupils during wet periods. The janitor will ring five bells to alert everyone that it is raining/snowing. Six bells will ring when dry enough for pupils to return outdoors.

* Staff should leave class calm and settled, before handing over to P6 & P7 monitors. All children must remain seated, beside friends and suitably occupied.
  Pupils should not eat beside or play with laptops, Chromebooks etc.

* DHTs, HT, classroom assistants, ASNAs and janitor will patrol identified classroom bases during this time.

MULTICULTURAL EDUCATION /PROMOTING RACE EQUALITY

Within the context of our whole school policy for education, we have specific aims for the development of multicultural and anti-racist education.

This policy of multicultural education should lead to greater knowledge, understanding and respect for the different cultures which comprise our society and the development of increased tolerance and positive attitudes.

Aims

(1) We will do our best to encourage the development of each child's self esteem, thus developing a positive view of their own worth.

(2) We will promote a knowledge and understanding of different world religions, beliefs and cultures through detailed social studies/ Religious and moral education studies.

(3) We will ensure that the multicultural aspect of education permeates throughout the whole of the curriculum, and that our resources reflect the multicultural, multi- ethnic nature of society.

Objectives

(1) We will take care to respect the requirements of our pupils' chosen religions.

(2) Where appropriate, absence from school will be given in accordance with council guidelines on religious observance.

(3) Care will be taken in pronunciation and spelling of names.

(4) All aspects of school life will be accessible to all children and parents - ensuring due regard for children's mother tongue and that notices and letters are available in translation as and when necessary.

(5) Social studies programmes, will ensure that balanced, unbiased views of past or present world situations are presented.

Mrs Carol Farquhar will lead the working party for LGBTQ education.

PRE - ENTRANT ARRANGEMENTS

We believe that each child's introduction to school should be a happy experience for all concerned. Children and their parents should feel welcome from the outset so that a lasting, sound relationship between home and school may be established. Our pre-entrant programme is planned to achieve this.

November - Formal online registration

In accordance with Council policy, all prospective pupils living within the school catchment area must be registered. Birth certificates are required as proof of eligibility and proof of residence, council tax and utility bill is also required. An announcement is made in the national and local press detailing dates and arrangements and parents are required to register their children for their designated school, even if they have chosen to have a deferred year. All parents who wish their child to have a deferred year must complete paperwork, which can be obtained from the ELCC or Nursery.

April / May Pre- school liaison visits

Most of our prospective pupils attend either Houston Primary School ELCC, Gryffe Manor Nursery, Abbey Nursery, or Rivendale Nursery. The D.H.T. of Early Stages is responsible for liaison arrangements and will have a thorough knowledge of each child's progress and social development before they come to school. An attempt is made to form balanced classes based on age, sex and pre-school experience. The D.H.T. / class teachers visit the children in each Nursery.

June Pre- school visits to school

Children are invited by letter to come to school to meet the other children who will be in P1 and, if possible, their new teachers. It is stressed that alterations to the class structure may still have to be made.

Children go to their prospective classrooms where they experience the types of activities to be met in P1 e.g. stories, drawing, cutting etc and have an "I can do" challenge workbook to take home. Parents are informed about the Early Stages curriculum and administrative details such as arrangements for the first few days, naming property, emergency contacts etc. are discussed. A Beginners' Handbook is issued and a Sway presentation sent by email. This aim is to reassure parents and reaffirm our commitment to caring for their children.

School Council representatives are present so that parents may try on, purchase or order school uniform.

August

An arrangement is made for late entry at 9.30a.m. on the first two days to help new entrants settle in a quieter playground environment. Details of these are given in the Beginners' Handbook. Nursery staff attend to help settle and provide a familiar presence.

Parents are invited into school to 'Meet the Teacher' at the start of each session.

October An open morning is arranged for parents to see the work which their children have been doing.

PRINT STRATEGY

A total of 6 devices are installed around the school and nursery. Locations are as follow;

Name	**Used by**	**Printer name**	**Output**
Senior Library Area	P3, 4, 5	Canon	B/W
Infant Area outside P1	P1, 2	Canon	colour
ELCC playroom	ELCC	Canon	colour
MULTI FUNCTIONING DEVICES (MFD)			
Nursery Office	office	Canon	B/W
School Office	office	Canon	B/W
Resource Area Colour	all staff	Canon	Colour

All staff can secure print to the main MFD. They will have to select it from the printer list on their computer and will be prompted to enter their code when sending the job to print. This job is held at the MFD until the user enters their code to release their job. Jobs are held for 12hrs, then deleted. This device prints in colour as well as B/W. It also scans documents very quickly.

In addition to the main MFD, staff should have access to another printer, e.g. if you work in the Upper West Wing you will also have the phocentral-208 appearing in your printer list. Please note, printer lists on individual staff machines have to be update each session as staff members move around the school. Send a note to the ICT Coordinator if you don't have the printer/s you need on your print list.

Staff have access to the MFD and printers, but should be reminded that as codes are required to operate and retrieve print, this allows quantities to be monitored. This happens on a monthly basis. Each member of staff has a unique code. Small numbers of copies may be carried out by staff who are asked to be mindful in their use of the print machines.

Large runs of printing or booklets should be sent out to the Document Solution Centre in Paisley. Uplifts are made on a Tuesday (returned on the Thursday) or Thursday (returned the following Tuesday). Please ensure that items are sent to HT for approval the day before your intended uplift as each 'print job' has to be accompanied by the correct paperwork, prepared by the office staff. Booklets can also be sent electronically by Mrs Turnbull.

PUPIL SUPPORT

The Pupil Support Co-ordinator is Jillian McPherson, D.H.T. who will co-ordinates dates, caseloads for the school psychologist, E.A.L., speech therapist, LAC and other additional support.

It is the responsibility of the class teacher /support teacher to provide suitable programmes of differentiated work for all pupils in their class.

If a class teacher has cause for concern about a pupil or is looking for advice to provide support / additional resources, the Pastoral Support member of the SLT who has stage responsibility should be the first point of contact.

P1 & P2	Amanda Johnston	D.H.T.
P3 & P4	Michelle Reilly	D.H.T.
P5-P7 & ELCC	Jillian McPherson	D.H.T.

If the concern is maths related, the stage manager will keep Jillian McPherson, Maths coordinator informed so that she may support a solution.

If the concern is language related, the stage manager will keep Amanda Johnston, Language coordinator informed so that she may support a solution.

TAC meetings are attended by Pupil Support Co-ordinator and class teacher.
Dyslexia concerns should be reported to Michelle Reilly, so that a discussion can take place about support and evidence gathering, prior to assessment by class teacher. Dyslexia assessment will be overseen by Michelle Reilly.
TAC meetings will be noted in the weekly staff diary, so that cover can be arranged.
Termly pupil GIRFEC/Attainment meetings will ensure stage managers are kept informed.
Following these meetings, the pupil support coordinator will seek support from relevant outside agencies.
Minutes are taken and held in Pastoral Notes, by Head Teacher, Stage Manager and Pupil Support Coordinator.
It is the responsibility of the stage manager to ensure that recommendations resulting from stage reviews are carried out.

PUPIL SUPPORT - EDUCATION ADDITIONAL SUPPORT FOR LEARNING ACT 2004

The Education act introduces a new framework for providing children and young people who require some additional support with their learning.

The Act is accompanied by a code of practice which explains the new duties on education and other agencies. It provides guidance on the Act and includes features of good practice. It also sets out new arrangements for avoiding and resolving differences between families and education authorities.

The Act defines additional support as provision, which is additional to, or otherwise different from the educational provision made generally for children or young people.

There is a wide range of factors which may lead to some children and young people having a need for additional support. These fall broadly into these categories: learning environment, disability or health need, and social and emotional factors.

All school staff have an obligation to identify additional support needs. This may be through normal assessment procedures carried out by the class teacher or it may be by other means. For example, a pupil may tell a member of staff about a bereavement or a bullying incident or a family separation. A parent may contact the school about a child or young person or another pupil may pass on information to a class teacher.

Once identified, an additional support need must be communicated to the appropriate personnel within the school. For example pupil support coordinator or promoted staff.

In some instances, the child or young person will be supported in the class. For other children and young people, additional support may be required. For a small number of children and young people significant additional support may be required.

Child's Planning Framework Plans will be put in place for pupils with additional support needs. Some pupils with significant additional support needs will have a Coordinated Support Plan. As at present, staff will be given information from the CPF which will help them support the child or young person's learning. These documents will be reviewed bi-annually and staff will be required to contribute to the review by providing information about the child or young person's progress and next steps.

Further information on the Act and Code of practice is available from:
www.scotland.gov.uk/Publications

Houston Primary School Staged Intervention Process – Revised Action Categories 2023-24

Stage 1A – Class teacher, nursery staff and/or support staff identify concerns re pupil progress. Staff should put in strategies/ resources to support learning. At stage 1a – a TAC meeting is not required, but recorded e.g. dyslexia A Child's Plan maybe created. Parents informed and views sought.

Stage 1B – If concerns remain class teachers, nursery staff and/or support staff should discuss alternative strategies with the Pupil Support Coordinator. Additional support from a single agency e.g. Education. At Stage 1B a TAC meeting is required and minutes recorded and a Single Agency Child's Plan should be used.
Parents informed and views sought.

Stage 2– If concerns remain after **Stage 1A and Stage 1B,** additional support, request for assistance from third sector organisations, outwith our establishment. A Stage 2, a TAC meeting will be held and minutes recorded and Multi-Agency Child's Plan created. Parents informed and views sought.

Stage 3 – A multi agency targeted services. A TAC meeting will be organised by the agency lead, who will be required to complete the TAC minutes. A Multi-Agency Child's Plan will be created and input will be co-ordinated by Business Support. Parents informed and views sought.

Stage 4 – Following a TAC meeting it may be deemed that further support is sought at ESRG from ASN provision within Renfrewshire e.g. Riverbrae, Mary Russell

QUALITY CALENDAR

June

- Transfer of Information meetings take place
- Class teachers review and set targets in English Language and Mathematics
- Class / group records are collated and checked for transfer
- Pre 5 transfer of information records are passed to Primary 1 teachers
- Primary 7 records are passed to secondary school
- Class composition / staffing teams are finalized
- CPF plans are prepared for next session –Long /short term targets

- Working time agreement is set for next session and CPD plans are put in place
- Improvement plan / summary improvement plan is submitted to Headquarters
- Forward plans evaluations are submitted to subject coordinators
- Dyslexia evidence gathering file is submitted to PSC for review
- Stage 'Meet the Teacher' dates for next term issued to parents
- Pupil reports issued to parents
- Eco elections for next session & candidates nominated

August

- Timetables are devised and submitted to SMT
- H.T. newsletter published, including: Annual School Calendar; Stage 'Meet the Teacher invitations; Summary Improvement Plan; SEEMis data check ; Health information check
- Class teachers to hold 'Meet the Teacher' sessions
- Seek parents' views following 'Meet the Teacher' meetings
- Primary 2 phonics assessment & numeracy assessment is carried out to check retention
- Primary 3 screening process begins and GL assessment carried out
- Spelling assessment is carried out, P4-7
- Action plan is monitored
- Targets in maths, reading and writing are noted and finalised for in the coming session and put on Google Classroom
- Pupil Council elections take place
- Staff handbook is updated
- Child Protection Update is carried out/Health update
- Budget priorities are set by staff, parents and pupils
- Annual risk assessment is carried out by B.S.O., H.T. and union representatives

September

- GIRFEC meetings takes place with line manager for that stage, who will record main points on Pastoral Notes
- PSC and Educational Psychologist meeting takes place to plan for forthcoming session
- P3 screening continues
- Extra curricular club membership is established
- Disclosure checks for volunteers are checked / carried out
- Improvement Action Plans are monitored
- Pupil Support Coordinator produces Additional Support Needs report for S.M.T.
- H.T. class observations for NQT's /new teaching staff
- DHT/HT sample pupils' work
- SMT produce stage update for HT.

October

- Management team to sample pupils' work in each curricular area
- Jotter monitoring
- Parent interviews
- Pupil Support Coordinator produces Additional Support Needs report for S.M.T.
- Improvement Action plans monitored
- Census of extra curricular activities participation across the school
- Primary 6 GL assessments carried out
- Term 1 targets evaluated by pupils and shared with parents
- Primary 4 SNSA carried out

November

- Pupil support stage attainment meetings take place
- TAC meetings take place
- School Handbook prepared for publication
- Management team to sample pupils' work
- Audit of school / ELCC funds carried out and submitted to Headquarters
- Improvement Action Plans are monitored
- Pupil Support Coordinator produces Additional Support Needs report for S.M.T.
- Primary 7 SNSA carried out

December

- Publish School Handbook
- Primary 7 transfer forms completed by parents
- Review CPF Plans and set short term targets for next term
- Forward plan evaluations for term 1 and plans for term 2 are submitted to coordinators
- Management team to sample pupils' work
- Subject Coordinators provide Forward Plan report for Headteacher
- Improvement Action Plans are monitored
- Pupil Support Coordinator produces Additional Support Needs report for S.M.T.
- Attainment meetings takes place with subject co-ordinator, who will record main points on Pastoral Notes and action areas of concern

January

- Primary 1 parent audit re Primary 1 induction , support pack, parents' workshop, settling in procedures
- Primary 1 online registration
- Management team to sample pupils' work
- School profile is reviewed and audit plans are made as necessary
- Improvement Action Plans are monitored
- Pupil Support Coordinator produces Additional Support Needs report for S.M.T.
- Accelerated Reading assessment is carried out
- Census of extra curricular activities participation across the school

February

- TAC meetings take place
- GIRFEC meetings takes place with line manager for that stage, who will record main points on Pastoral Notes
- Council Service plan is published
- Improvement Action Plans are monitored
- Pupil Support Coordinator produces Additional Support Needs report for S.M.T.
- Management team to sample pupils' work
- Report writing is underway

March

- Budget reconciliation for year end
- Forward plan evaluations for term 2 and plans for term 3 are submitted to coordinators
- Subject Coordinators provide Forward Plan report for Headteacher
- Improvement Action Plans are monitored
- Pupil Support Coordinator produces Additional Support Needs report for S.M.T
- Management team to sample pupils' work/Learning Walks
- Parent interviews

April

- Improvement Action Plans are monitored
- Evaluations are used to inform new improvement plan
- P7 transfer information sent to Gryffe High School
- Pupil Support Coordinator produces Additional Support Needs report for S.M.T.
- Management team to sample pupils' work
- Census of extra curricular activities participation across the school
- Attainment meetings take place with subject co-ordinator who will record main points on Pastoral Notes and action points raised

May

- Staff Professional Update takes place
- Whole staff review of improvement plan and priorities are agreed for the new improvement plan

- Working Time agreement is produced
- Pupil Support Coordinator produces Additional Support Needs report for S.M.T
- Primary 1 SNSA carried out
- Primary 7 residential trip audit

Other monitoring procedures

Weekly Star awards / Health and Safety / risk assessments / S.M.T. / Teaching staff / support staff meeting/ BSO meeting -budget /health and safety/school website

Monthly Attendance Pupil council SEEMiS

Termly School Council meeting Pre 5 liaison Secondary liaison Wider Achievements

Bi-annually – CPF Dyslexia evidence gathering IDL assessments

Delivery of Education Quality Indicators in How Good Is our School 3

Refer to How Good Is Our School 3 for more detailed information.

REPORTING TO PARENTS

Pupil Progress Meetings are held in November and March – from 3.30-8.30p.m.

(1) A summary report for each pupil is written in advance about each child's progress.

(2) Strengths/development needs should be indicated.

(3) Comments to parents should be clear and not ambiguous. No abbreviations or jargon e.g. JRSO, VIB, 3 sharings

(4) Parents should be told which CfE level their child is working at for Maths and Language.

(5) Please keep to allotted times – 7 minutes

(6) If any interview becomes prolonged for any reason, please refer parent to appropriate member of the Management Team.

(7) If child's parents are separated, both parents are entitled to interview times. If you have difficulties fitting this in, please discuss with SMT. Please check circumstances with D.H.T./H.T. before making any arrangements. This can be a very sensitive issue.

(8) If parents ask about Psychological Services Referral, please direct them to Pupil Support Coordinator

ARRANGEMENTS

The Office manager and staff work in partnership to arrange appointments for parent interviews and a time/date is offered in October.

Siblings are offered appointments as close as possible on the same date.

The same times will be sent out to parents in May, although some changes may be accommodated.

RESOURCES

Resources are located in the following places:
English language – DHT Office in Early Stages Department.

Maths books / practical materials - in the cupboards outside Base 5 and Maths Zone.
Each Stage has a basic stock of Maths textbooks and practical materials.

Social Studies Topic kits relevant to each stage - each base cupboard.

Science/Technology materials - outside P5 base. Each base has a Science and a Technology Box.

Learning Support –Pupil Support Coordinator has a stock of materials which may be borrowed.

R.E. Materials - R.E. Topic Box is housed in each base.

Art Materials - at the bottom of the ramp outside Base 6.

Stage costumes are housed in the upper floor cupboard in the West Wing.

Paints / paintbrushes - outside each base.

Jotters – Each stage is allocated jotters ordered by teachers each year, Dot Whyte, CA organises this.

Gym equipment / staging - in the stores in the gym hall.

Musical instruments and books- in the Music Room

P.A. system /. /**Automated projection screen / rear projector** in Gym hall

School Reference Library /Accelerated Reading Library is situated outside Base 7.

Each Base has 2 interactive Promethean whiteboards/ceiling mounted projector
Each full time base teacher has a dedicated laptop.

The school is resourced with PC's, Chromebooks and iPads. Devices are housed in trolleys in open areas for shared use. Staff in each base have access to their own laptops for admin and preparation purposes. Security of such valuable equipment is most important and proper care must be taken. All devices should be securely stored at the end of the day and be attached to the charger.
The Support Staff Base is equipped with a photocopier, ringbinder machine, laminator, badge making machine and large staplers.

Standard Circulars / Health and Safety Files - in the Staff Library in the staff base.

PLEASE INFORM HEAD TEACHER or D.H.T. IF YOU DO NOT HAVE AVAILABLE RESOURCES YOU REQUIRE.

DP5 digital resource order form must be completed by class teacher and sent to their line manager for approval, before being sent to the office staff for ordering.
We are committed to providing you and the children with the very best teaching and learning resources.

SCHOOL FUND CONSTITUTION.

The following resolutions are agreed by staff

1. Houston Primary School Fund will be constituted to enhance the education provided. The School Fund Committee, after consultation as detailed below, is empowered to spend funds raised to obtain the provision of additional books, materials and equipment, and to finance activities which cannot be completely financed from public funds allocated to the school by Renfrewshire Council in disposition of its statutory responsibility.

1b) The composition of the School Fund Committee will be reviewed annually in August.

2. The School Fund will be administered by a School Fund Committee:-
The Committee will include Head Teacher (chairperson), D.H.T. (secretary), D.H.T. and school secretary (treasurer).
The treasurer will be responsible for the day to day administration of the fund including:-

i. Arrange for the recording of all income and expenditure, the banking of cash and the signing and cashing of cheques.

ii. Distribute and receive through H.T. all application forms requesting money from the fund.
iii. Distribute funds as approved by the School Fund Committee.
iv. Keep subsidiary records for funds held within the school fund.
v. Report regularly to the Committee on the state of the fund.
vi. Produce an annual statement of account for the Fund.
vii. Arrange for an annual independent audit of the School Fund records.
viii. All Committee members will require to be consulted for financial decisions to be valid.

3. Funds raised will be deposited in accounts with Clydesdale Bank.
The accounts to be designated Houston Primary School Fund. Two signatories will be required for any account withdrawals.

4. As a school we now run a cashless system via ParentPay. No pupil should be sent with money.

5. The annual Statement of Accounts must be signed by all bank account signatories.
The accounts must be audited and a copy sent to the Director of Education by November each year.

6. The Head Teacher will report regularly to staff on the state of the school fund and consult on spending priorities. Financial consultation /decision making takes place at the weekly Friday staff meeting which is also attended by one member of the support staff on a rota basis.

SECURITY PROCEDURES

General

All staff and visitors to the school between 9.00 a.m. and 3.00p.m. must report to the school office in the first instance to sign in. They should also sign out before leaving the building. Visitor badges must be worn during the visit and returned on exit.

1. No child should leave the building unless accompanied by an adult (parent/guardian/carer) at times other than normal dismissal.
2. Should a child report seriously unwell during school time – CALL 999 e.g. turning blue, unconscious, not responding, not breathing
a) Inform First Aider, H.T. / D.H.T. via Walkie Talkie, DO NOT LEAVE THE PATIENT
b) Ensure that you say the name of the child and where you are in the building
c) If a child is unwell and being sent home, they should be sent to the office accompanied by a responsible adult who should complete the accident/illness record book, located in the office.
3. If a child is unwell during lunch time, they must remain under the supervision of a designated First Aider or responsible adult.
a) Report illness to H.T. or D.H.T.
b) Report to class teacher about decision made.
4. If at the end of the school day a parent has not met a child as arranged, the child should go to the school office.
5. After School Care procedures
Teachers should have a list of children attending Gryffe Manor, Strawberry field and Abbey, after school care and on which days they attend.
Children's names in each stage should be highlighted, sheets laminated and displayed prominently for any class teacher to see.

At 3.00p.m. it must be impressed upon all children that when after school arrangements break down, they must return to school and the office staff will telephone the parents / emergency contact.
Parents / children must inform after school club leaders if they are unable to attend an after school club.
After School Leaders will take a register of club members and will report to H.T. any child who is unaccounted for.
6. Staff should ensure that windows and external doors are closed, Promethean and projector switched off when leaving the classroom at the end of the day.
7. School equipment must be protected by following procedures which are in place for borrowing and returning expensive material such as IT equipment.

Members of staff are required to secure laptops in lockable drawers and cupboards every evening before leaving school, unless the member of staff wishes to use it for school related work

TRANSFER OF INFORMATION

June

At the end of each session records should be collated/updated ready for transfer by August.

Class /pupil records

- Pupil reports issued to parents in June should be filed in the green and yellow folders in school office. A further copy is retained in a class ring binder to pass on to the next teacher.
- Files for each pupil containing the most recent assessments should be transferred to the new class and filed in the class filing cabinet.
- All incomplete jotters for each child should be passed to the next class teacher for use the following session
- The green stage file, which includes minutes of GIRFEC meetings and individual pupil information should also be transferred to the new class and filed in the class filing cabinet.
- The stage incident folder should also be passed on for reference and stored in the filing cabinet.
- Language and Maths Forward Plans for each group containing individual information e.g. in assessment of talk should be passed on to the class teacher
- CPF Plans should be returned to Mrs McPherson, PSC.
- Dyslexia evidence gathering files returned to Miss Reilly, DHT.

August

Stage information sharing meetings take place in August with the following agenda :
1 Medical information
2 Special family circumstances
3 CPF to be issued by PSC.
4 Group forward plans for Maths/Language
5 Other curricular areas -planners

6 Check class lists for accuracy
7 Stage folder -review notes

TARGET SETTING
Provisional targets are set in reading, writing and mathematics by class teachers in June.
The targets are discussed with the new class teachers in August. An annual planner issued to all staff in August will provide dates for the current session when new targets have to be set, reviewed by pupils and shared with parents.
P7
Term 2 – Pupils with CPF are discussed with secondary support staff
Term 3 – GHS staff attend the final Primary 7 stage review meeting.
All assessment files and pupil confidential files are sent to Gryffe High School in June.
D.H.T./P7 teachers meet with Guidance and Transition staff in June
Literacy profile completed and sent to GHS
Pupil profiles completed and transferred.
GL testing for Literacy and Numeracy.
Vernon spelling test will be carried out in May to provide an accurate spelling age for the pupil profile.

USER GUIDES

THE SOUND SYSTEM in the HALL

SWITCH ON AT THE WALL
This should power up the main amplifier, the mixer desk and the tape/CD player. These items should be left on at all times.

TO PLAY A COMPACT DISC
Insert Compact Disc in the tray, label side up.
Close the tray using the open/close button. DO NOT CLOSE THE TRAY BY PUSHING IT IN BY HAND.
Press the play button. The machine will start playing the disc from the beginning of the first track.
Open the sliding fader on the mixing desk to obtain the desired volume. None of the rotary controls or buttons on mixing desk should be touched at any time.

Play back may be temporarily suspended using the pause button, and resume using the play or pause buttons.

Different tracks may be selected using the skip button which is marked in much the same way as the fast forward, rewind buttons on a tape player. This works in both directions.

MICROPHONES
8 microphones altogether stored for safekeeping in school office.
On the sound mixer deck in the gym hall cupboard there are 8 mic points,
R1,R2,R3 are points for the mics with a switch on the side.
R4 is a head mounted mic for a lead role etc.
R5 is the mic with red tape
S1,S2,S3 are stage mics which go on stands and plug into sockets on the stage.

Please note that the cable plugs lock into the wall sockets, and the release buttons must be pressed before withdrawing them.

Microphones need only be switched on at their bases and their outputs will appear on the matching colour channels on the mixer. Make sure the batteries are in good order. Average life is about is about ten hours. If in doubt put new ones in.

Make sure the microphones are not pointing upwards at the loudspeakers as this will cause feedback - sometimes called "howl-round". This is especially important with the radio mics which will very likely move around the room.

With all mics the speaker should be about a foot from the windshield to prevent breathiness and "popping".

When recording a choir, recording group etc. the mics should not be placed too far away from the performers as this picks up more reflected sound and less of the direct sound. The effect would be a bit of a jumble.

Please switch off equipment after use.

USING THE REAR PROJECTION SYSTEM IN GYM HALL

Obtain the small, black projector bag from underneath the circle coffee table in the DHT office. This contains the key to operate the screen along with the projector remote control. **Do not leave the key in the switch if the area is unattended.**

The Dining Hall must be dark. No lights switched on and black-out blinds pulled. The stage curtains cannot be drawn as this blocks the projection.

The connection box for the laptop and operating switch for the screen is wall mounted in the Dining Hall, behind the stage curtain, to the left of the radiator and door to the kitchen.

The screen is operated by inserting a key into the switch and turning it to the left to lower the screen.

Turn the projector on using the remote control power button, marked 'ON' with a green dot on it.. (This takes a moment to activate. Be patient!)

Connect the laptop you wish to use to the cables which are permanently connected to the control box. (These are a serial and audio cable) If you are connecting an iPad, you must fit the appropriate adapter onto the serial cable, then connect it to your laptop

Turn the laptop on. Once the screen has built, the laptop display should now be projected on the large screen. If this is not in focus, use the remote control to adjust this. (Press the buttons marked 'FOCUS' + and – to do this.

If what you are showing on the screen requires sound, you must ensure the slider (for outputs 9/10) marked 'projection volume' on the mixing desk in the gym hall cupboard is up (approx half way). Sound can then be controlled using the knob on the connection box where the laptop is connected (behind the curtains). (If there is no sound, check the main amplifier volume is up (approx 4).

Once you have finished using the equipment, please ensure the projector is turned off using the remote control, the screen is raised and the cables are tidied onto the hook on the wall. Ensure the key and projector remote control are secured in the black, projector bag and return them to the cupboard in the DHT office.

VISITS OUT WITH SCHOOL

Before the visit
Consider other arrangements when deciding upon a particular day /date e.g. NCCT /staff availability.
Before any visit out with school is taken, a risk assessment & permission to leave form should be carried out and completed by class teachers / D.H.T./subject coordinator and handed to H.T for signature.

A risk assessment file will be retained by Office Staff to support future visits.

A letter for parents should be produced and shared on ParentPay, outlining details of the activity, transport arrangements, costs, school dress code, request for consent for their child to participate and request for parent helpers.

The letter, risk assessment and H.T. consent form should be given to Head Teacher for approval in advance.

On the day of the visit, the teacher in charge should ensure the following:

Annual Data forms for every pupil should be updated prior to going out on a visit. A summary sheet will be carried by the teacher in charge.

Any medication /First aid box should be carried by the teacher in charge/ group leader.

Pupils P4-7 must carry their own inhaler and Epipen.

A list of pupil names should be carried by the teacher in charge/group leader.

Number of children going should be counted on bus and at regular intervals throughout the visit.

Children are not permitted to sit in the front two rows of the coach.

No eating on the coach. Water only to be consumed.

Group lists should be allocated in advance.

Where possible members of staff should accompany class visits.

Parent helpers if used, should not be left alone with children and should not take them to the toilet. This must be done by a member of school staff.

Staff should not deviate from the planned programme unless they have already built in an approved alternative plan e.g. if inclement weather.

Children should be reminded of standard of behavior expected.

In the event of an emergency, the school should be contacted immediately.
Children should wear their school uniform, so as to be easily identified. No name badges should be worn.

Houston Primary Working Time Agreement 2024-25
Balance of time for the year (beyond weekly pupil contact time 22.5 hours)
amounts to 176 hours

Parent / teacher interviews = 40 hours
Balance of time for parent / teacher interviews will be added to preparation of reports / acknowledgement of additional commitment to report writing to ensure personalisation. Staff will keep a record for every child as an "aide memoire" when reporting wider achievements. The stage Roll of Honour book, weekly news reports and extra-curricular clubs as well as the pupils' own personal organiser provide a wealth of information to help the teacher progress each child's learning, celebrate success and to know every child as an individual which should be reflected in pupil reports.
2 formal parents' meeting per school year.
There is an expectation that any parent interviews will be held in the main out with class time.
Part time staff attend 1 parent interviews proportionately.

Strategic planning = **25 hours + 5=30 hours** 5hrs from flexibility to discuss Forward Plan evaluations / assessment with management team
16 hours for forward planning and termly evaluations in all curricular areas
10 hours for class review meetings (2.5 hours per term) will support strategic planning
4 hours in acknowledgement of discussion of planners with SMT.
Formal assessment / preparation of reports
55 hours given to staff to manage

Staff / stage meetings. = 10 hours –Alternate Tues/Thurs staff meetings.

Curriculum Development (known as collegiate time) Tues/Thurs balance to allow job share staff to attend
16 hours fixed + 6 from flexibility = **22 hours**

Professional review/ development= 1 hr for preparation / meeting

Parents' afternoon at start of term= 4 hours in acknowledgement of preparation /delivery

Classroom / peer observation = 3hours from NCCT to observe within /out with school.
(Dates to be added to office diary for every member of staff)

A further requirement of 35 hours C.P.D. should be undertaken / recorded by all teaching staff on GTC website.

In-service day planner /Collegiate sessions will be issued.
Collegiate sessions will take place on Tuesdays/Thursdays at 3.15pm-5.15pm

APPENDIX 2

Renfrewshire Council: Children's Services
Establishment/Service Negotiating Arrangements

Session: 2024/2025

Establishment/Service

HOUSTON PRIMARY SCHOOL

		Yes	No
1	Has a negotiating committee been established?	*	
2	Have the following meeting been held?		
a)	Negotiating committee meeting(s)	*	
b)	Union meeting(s)	*	
c)	Teaching staff meeting(s)	*	
3	Has agreement been reached on a calendar?	*	

4 COMMENT

5 Signed

(Headteacher) Jennifer Murray (Teachers' Side) Julie Ann Dunn

Date 26 June 2025 Date 26 June 2025

Working Time Agreement 2023/2024

Establishment Name: _HOUSTON PRIMARY SCHOOL

Total hours 195 for the year

1 76 hours fixed	Fixed hours
Parent/teacher interviews	40
Strategic planning (long, short, daily)	25
Formal assessment/preparation of reports	55
Additional preparation/correction	30
Staff/stage meetings	10
Curriculum development	16
sub total	176

19 hours flexible	
Agreed staff meetings ➢ *GIRFEC Reviews, Attainment Meetings (4)* ➢ *Digital Literacy (3)*	4
Staff development and review	2
Curriculum development	6
Classroom/peer observations	2
sub total	19
TOTAL	195

Julie Ann Dunn

Date: 26 June 2025

Signed: Jennifer Murray

Date: 26 June 2025

Union Representative: