



Our Lady of Lourdes RC Primary School

School Handbook

Session 2026/2027

We call our school our wee school family



We love our school and our school family

Contents Page

- Welcome
- School Vision Value and Aims
- Staffing
- School Information
- Attendance Policy
- Four Pillars of Wellbeing
- Workload and Wellbeing
- Safeguarding
- Ethos and Behaviour
- ATSSA
- Communication with Parents
- Strategic Planning
- Curriculum
- Leader In Me
- Personalised Support
- AAL
- Transition
- Medication in Schools
- Photography
- Data
- Professional Standards

Welcome!

I am delighted to welcome you to Our Lady of Lourdes (OLOL) Primary School and hope that you will be very happy throughout your time as part of our school family. We are proud to be a compassionate and nurturing learning community where each child is valued and celebrated.

We are part of a close community and believe that our school is at the heart of it. We work hard to form strong home/school partnerships and welcome the support and skills that our families can offer. The health and wellbeing of our children and families is of extreme importance and we work to ensure they feel supported and valued. We hope you feel part of this community from your first communication with us.

Our Lady of Lourdes is also part of the faith community of Our Lady of Lourdes RC Parish. There are regular opportunities for prayer, worship and assemblies as well as visits from our school chaplain, Fr Peter Owolabi. We aim to develop the full potential of every child in a caring, loving environment which reflects gospel values.

We believe that learning should be enjoyable, fun is an essential part of the life of our school. Play is highly valued and encouraged in our school. We want our pupils to leave our school with happy memories having achieved success and feeling motivated and enthusiastic about their future. We are a dedicated, hard-working team who pride ourselves on collaborative working with each other and with the wider school community. OLOL is a friendly, supportive school working with the parish, community partners and the home to provide the best all-round education possible for our children. Welcome to our team!

Yours sincerely

Eileen Brennan

Head Teacher

OLOLPS Vision

In our school family we ALL are happy, loved, listened to, respected and learning together, in our faith; following Our Little Way.



Happiness
Confidence
Teamwork
Honesty
Respect
Friendship

Team Big!

About us



Built in 1953 -
70 years old.



Communities
of Blackburn
and Seafield



According to the
Poverty Profile of
WL Blackburn is
one of two of the
most affected
areas in WL with
child poverty
being particularly
high.



Strong and
active
community



Close
partnerships

Roman Catholic primary
school with a current roll
of 159 primary pupils.



Transition from
and to



Decile 1
1/68 schools

OLOLPS Aims



Our Aims

Leadership and Management

As a Catholic community promoting Christian values, we aim, to lead the children to knowledge of our Faith and to promote an awareness and respect of other cultures and religions.

Our School

Our Lady of Lourdes Primary School is one of the feeder schools to St Kentigern's Academy, Blackburn. We are a Roman Catholic, co-educational primary school founded in 1953. At present, our role is approx. 145 children within 6 classes.

Head Teacher - Eileen Brennan
Principal Teacher - Laura McCrum
Support for Learning: Pamela Gavin
School Secretary: Jane Mackenzie
Parish Priest: Fr Peter Owolabi

P1 - Susan Nicol

P2 - Pamela Gavin

P3/4 - Cara Milloy/ Catherine Baldrick

P4/5 - Terri Nolan

P6 - Lucy Allison

P7 - Anna Glencorse

Nurture- Lisa Hogg and Fiona Robertson

Music - Morag Lang

NCCT and support- Hannah Mitchell and Elena Meldrum

Pupil Support Workers: Pauline Patterson, Dorice Laughlan, Jackie Sutherland, Julie Cullen, Anna McDonald and Dannielle Weston

School Counsellor- Michele Kane

Brass Instructor: Stuart French

FMA/Janitor: Mark Miller

SCHOOL INFORMATION

Hours

Our school opening and closing times are as follows: 8.55- 3.20 Monday to Thursday. 8.55- 12.30 Friday

Morning Interval is between 10:30 and 10.45 am

Lunch Break: 12.30-1.15pm

School Finishes at 3:20pm Monday to Thursday.

On a Friday school finishes 12:30pm.

There is a daily Breakfast Club from 8.15 am – 8.55 am.

Playground supervision of pupils starts at 8.45 am when members of SLT/ support staff will be in the playground to meet and greet. During the winter months if the playground is icy all pupils should come through the side door used for Breakfast Club.

In bad weather children will normally remain indoors at intervals where a wet weather routine is established in each classroom.

Attendance

Please refer to the West Lothian Council Supporting Your Attendance Policy for further information:

https://intranet.westlothian.gov.uk/media/46564/Supporting-Attendance-at-Work-Policy-Procedure-Revised-Jan-2021/pdf/2020-12-14_Supporting_Attendance_at_Work_Policy_Procedure.pdf?m=1657201667443

Information of support available that is easily accessible to staff and managers to create a healthy workplace for all.

<https://intranet.westlothian.gov.uk/article/72271/Four-Pillars-of-Wellbeing-Toolkit>

Staff Workload and Wellbeing

The leadership team at OLOL PS believe that positive mental health and wellbeing belong at the very heart of a school, a key part of its practice.

The biggest asset our school has is its staff; the biggest asset they have is their health and wellbeing. Our Staff Health & Wellbeing policy outlines the ways in which we can work together to make sure our school is a safe, caring and happy place to work, which, if we get it right, can help to enhance individual wellbeing, through personal fulfilment and professional identity. This in turn will benefit our pupils and our community.

Safeguarding

We are committed to creating a safe and secure environment where every child is protected. Rigorous policies, ongoing training, and collaborative efforts ensure that all staff are vigilant and responsive to the needs of our pupils, fostering a culture of safety and trust. For all information relating to policy and practice in West Lothian Schools see link below:

<https://intranet.westlothian.gov.uk/article/72676/Child-Protection>

Our designated members of staff for Child Protection are: Eileen Brennan (HT), Laura McCrum (PT). Please report any concerns as soon as possible.

Ethos

Positive Relationships Policy

The aims of this policy are:

- To help our children develop a sense of self-regulation and an acceptance of responsibility for their own actions.
- To create and maintain an ethos for a nurturing, respectful community in which successful learning can take place.

We have a nurturing relationships policy (Our Little Way) as well as our class Teddy Bear Policies:

In our Staff Teddy Bear Policy, staff agree that they are:

Friendly welcome (smile, fresh start)

Warm (cuddles, comfort)

Open hearted (non-judgemental, nurturing)

A shoulder to lean on (support in learning and development)

Listening (share our worries and successes)

A hand to hold (unconditional friendship and guidance)

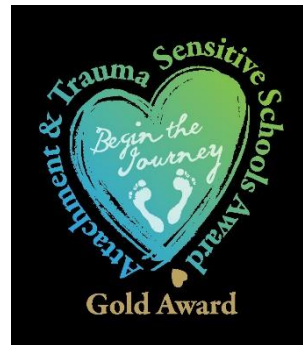
Our Little Way and our Teddy Bear Policies ensures that we uphold the principles of Rights Respecting Schools (UNCRC) and restorative approaches

Within individual classrooms our nurturing ethos encourages positive behaviour. Some strategies may include:

- Recognition Boards/Shout outs
- Visit to management for praise related to effort, achievement and behaviour.
- Stickers, certificates, stamps and praise postcards and telephone calls.
- Wall displays to celebrate success.
- Posts within school app/ Parent Facebook page to celebrate success.
- Achievements to be publicly recognised and celebrated in assemblies.
- Discuss/reflect on behaviour and negotiate strategies to repair and restore relationships.



- Focus on the present. Every day is a fresh start.
- Implement Individual Support Plan/timetables where necessary
- Classroom and school Safe Spaces
- Help boxes.
- Emotions check in
- Zones of Regulation
- Sensory room
- Kitbag.
- School Counsellor - Michele
- One Trusted Adults



We DO NOT use points systems, rewards or punishments.

Attachment and Trauma Sensitive School Award

We are a *GOLD* an attachment and trauma sensitive school. Our completion of the Attachment and Trauma Sensitive School Gold Award (ATSSA) is an external sign of recognition of our commitment to the steps we have taken at OLOL RC Primary School to develop a culture of compassion and nurture. This plays a pivotal role in getting our children into a state of 'learning readiness'. We intend to remove barriers to learning and participation in school through effective personalised support. This Attachment and Trauma informed approach aims to ensure that everyone has a good knowledge of the needs of children who have experienced adversity and of the strategies and resources that are required to meet their needs.

We are committed to the UN Convention on the Rights of the Child and currently hold our *GOLD* Accreditation for Rights Respecting School.

There is a Classroom environment guidelines which outlines all of our approaches.

Specific Classroom Requirements

- ☐ Tidy Classroom free from clutter and sensory overload, particularly on display boards and around whiteboards. 
- ☐ Updated Visual timetable -drawing it on a whiteboard appears to have clear benefits.
- ☐ Visual behaviour prompts
- ☐ Calm corner with resources to promote emotional regulation eg emotions fan, supporting strategies.
- ☐ Sensory Den (Tent) in a shared space.
- ☐ Sensory snacks available at all times in the classroom for children to access with teacher's permission.
- ☐ Worry box/ Jar/ Monster available in an accessible place with pencil and paper ready.
- ☐ Calendar and days of the week display to facilitate temporal time concepts and understanding.
- ☐ Resources clearly labelled.
- ☐ Emotion check in
- ☐ Exit strategies pre-arranged with children.

Please do not have

- Reward charts or designated areas that could be demotivating and shameful for children. 

Please be:

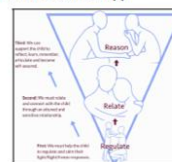
- ☐ Present and available.
- ☐ Sensitive and attuned.
- ☐ Prepared to see beyond the anger or challenging behaviour; what is below the iceberg. 
- ☐ Willing to offer support and strategies through co-regulation.
- ☐ Mindful of "connection before correction." Instil a sense of belonging.

(Based on the Safe-Base Model)

Remember to use the 3 Rs

(Address the downstairs brain first; work from the bottom up)

- ☐ Regulate
- ☐ Relate
- ☐ Reason



Communication with our Parents

Communicating with our parents is very important to us and we do this through a number of ways. First and foremost staff have an open door policy and can make arrangements talk to parents before, during or at the end of the school day. Class newsletters are sent out termly and whole school newsletters once a term. We have a weekly What's On newsletter which outlines what events are coming up. Our school app and parent Facebook page are used for regular day to day updates and announcements. You can download our school app from the App Store or Google Play and selecting School App for Parents and our school name and town.

We regularly update our school app with updates for each class/whole school.

Primary 1 to Primary 3 pupils use the App Seesaw, that can be used to complete home tasks and allows for great communication between parents and staff. Pupils are given login details at the start of the new session in August.

Primary 4 to Primary 7 pupils will have access to Microsoft Teams. Pupils can complete home tasks on this and communicate with their teachers too.

Throughout the year we also hold, curriculum nights, play & stays, meet the teacher evenings as well as various workshops for areas of the curriculum. All classes participate in assemblies which parents are invited to throughout the year.

At Christmas time the P1, P2 and P3 pupils perform in 'The Nativity' and P4-7 pupils perform in a Christmas Carol Concert.

Twice a year we hold parent consultations; one in October and the other in March. Appointment dates for these can be organised online, details of how to do this are given out prior to the parent consultations. A full progress report is also completed for each pupil and sent home in June.

Parent Council

Our school benefits from committed and enthusiastic Parent Council members. A number of fundraising initiatives have taken place and a range of social activities are organised over the session. All parent/carers are invited to join our group and we try to ensure a wide representation. Each year there is an AGM (August/September) to elect members to our Parent Council. The Council meets at least once each term for approximately one hour.

Curriculum

In order to develop the 4 capacities a wide range of learning and teaching approaches are used. Learning in school is based on a range of strategies including investigations, problem solving, challenges and discussion, as well as direct teaching methods. Class, group and individual lessons form the basis of teaching in order that the curriculum can be tailored to meet the needs of every child.

To ensure children learn effectively they are assessed on a regular basis. Assessment takes many forms, including teacher observation, questioning, presentations, written tasks and self and peer assessment.

Literacy/English

Language is at the centre of pupils' learning. It is through language that they gain much of their knowledge and many of their skills. High priority is therefore given to developing pupils' ability to use English language effectively. Literacy,

including Modern Languages, is pursued through an integrated programme of work involving listening, talking, writing and reading.

We are currently creating reading and writing cultures within our school where pupils will be able to develop their skills further and develop a love of literacy. Becoming a Reading School through the Scottish Book Trust is another of our aims in literacy this year.

In writing, pupils will focus on creating pieces of work over the four contexts of the curriculum; wider achievement, inter-disciplinary learning, curriculum and life and ethos of the school. Pupils will explore a range of genres and develop their own individual writing styles. Pupils will also learn to present written work in a way that can be easily understood, paying attention to punctuation, grammar, handwriting and spelling. There is a Writing policy which outlines all of our approaches.

Numeracy/Mathematics

Numeracy and Mathematics is one part of Curriculum for Excellence and it is used by children to access all aspects of the curriculum. Numeracy is a skill for learning, life and work. Being numerate involves developing an ability and confidence in using numbers that allow us to function responsibly and contribute effectively to society. Good numeracy skills are necessary for successful learning and are essential for life after school. As Numeracy is progressively developed across learning in OLOLPS, there will be opportunities to experience breadth, depth and challenge through a variety of approaches, including: Creating a challenging learning environment where learners feel valued, supported and confident.

- Active learning through the use of imaginative and interactive approaches to develop a sound understanding of Numeracy and Mathematics.
- Developing mental agility with a focus on the development of Number Talks at all stages.
- Assessment For Learning: the sharing of Learning Intentions and Success Criteria, effective questioning and feedback that informs the next steps in learning.
- Engaging with West Lothian Council Pathways and National Benchmarks.
- Encouraging learners to explain their thinking.
- Effective use of technology to support learning.

- Engaging learners by making frequent links across the curriculum so that concepts and skills are being further developed by being applied in different, relevant contexts.
- Developing Higher Order Thinking Skills through problem solving activities.
- Using a range of appropriate resources to support learning and teaching.

Health and Wellbeing

This includes learning about -

- Mental, emotional, social and physical wellbeing
- Planning for choices and changes
- Food and Health
- Substance Misuse
- Relationships, sexual health and parenthood
- Physical Education, Physical Activity and Sport

Programmes of work in this area are delivered sensitively taking into consideration age and stage of pupils. Parents/carers are encouraged to speak with school staff if they have any questions about the delivery of this curricular area. We are a trauma sensitive school and pride ourselves on ensuring our children's emotional well-being is top priority.

- We use ICE pack resource as part of mental, emotional, social and physical wellbeing and Planning for choices and changes
- As a Faith School we use God's Loving Plan as a resource for Relationships, sexual health and parenthood

Social Studies

Through the Social Studies programme pupils will learn about the world in which they live. Our aim is to develop a wide range of skills so that children can investigate and understand their environment.

Social Studies includes learning about:-

- People, past events and societies
- People, place and environment
- People in society, economy and business

We aim to use contexts which provide opportunities for children to make connections across and between subjects.

We use pupil voice and choice in curriculum planning and use our class Knowledge, Attributes, Skills & Habits (KASH) planners.

Technologies

This includes learning about -

- Technological developments in society
- ICT to enhance learning
- Business
- Computing Science
- Food and Textiles
- Craft, design, engineering and graphics

We aim to plan opportunities to reflect individual and local needs.

Science

This includes learning about:

- Planet Earth
- Forces, electricity and Waves
- Biological Systems
- Materials
- Topical Science

We aim to provide various contexts for learning which will draw on important aspects of everyday life.

Expressive Arts

The three areas of Expressive Arts are Art, Music and Drama. Expressive Arts provide opportunities for children to develop their natural talents as well as building up self-esteem and self-confidence.

By the end of P7, pupils will have acquired a wide range of IT skills from their experience of using word processing, databases, spreadsheets and graphic applications.

We have a music specialist teacher who teaches music to all classes on a Thursday.

Religious Education

Our aim at OLOLPS is that our pupils will develop into responsible and caring members of society. Through the positive Christian teaching of our Catholic school we will develop in our children a love of God, a respect for all and a consistent set of beliefs, values, attitudes and practices.

The Religious Education programme forms a daily part of every class and the school has assemblies and school Masses on regular occasions throughout the school session. This programme is planned using 'This is Our Faith' and God's Loving Plan.

Religious instruction and observance form part of the religious tradition and ethos in Catholic Schools and play an important part in the education provided in this school.

We are committed to the Global Compact as set out by Pope Francis, please see below.

Our Primary 6 and 7 pupils take part in the Pope Francis Faith Award.

Our Parish Priest/school chaplain, Father Peter Owolabi links with the school regularly and helps the school forge links with the wider community. Particular support is given in the preparation for and the reception of the sacraments of Reconciliation, Eucharist and Confirmation. Partnership between home, parish and school is vital at all times but is especially important at times of Sacramental preparation. At present Primary 3 pupils are prepared for the Sacrament of Reconciliation, Primary 4 pupils prepare for The Holy Eucharist and Primary 7 pupils are prepared for the Sacrament of Confirmation.

Through Religious Education and Environmental Studies we try to make our children aware of cultures and religions. We constantly stress the development of inclusive attitudes and an awareness of prejudice and diversity. We have an active Anti- racist club and a Mini Vinnies group.

Parents have the right to withdraw their children from Religious Education or any Religious observance and this right may be exercised by informing the Head Teacher.

Music Tuition:

P5 - P7 pupils can apply for brass tuition which take place on a Friday.

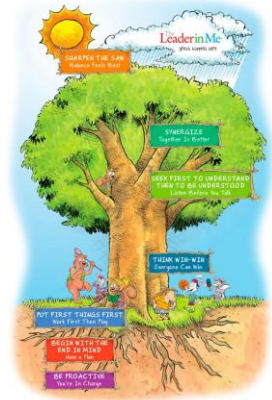
We have a specialist Music teacher on a Thursday.

After school clubs change yearly and are across all stages, pupils and parents are notified of dates and when they can sign up for clubs. Our clubs include a range of extra-curricular activities such as, expressive arts, and physical activity.

Leader in Me

We are a Leader in Me School and we use the 7 Habits to support our children to lead their own learning and develop skills for learning and life. Instead of focusing on academic measures alone, *Leader in Me* embodies a holistic approach to education, redefining how schools measure success. This approach empowers educators with effective practices and tools to:

- teach LEADERSHIP to every student,
- create a CULTURE of student empowerment,
- and align systems to drive results in ACADEMICS.



Habits 1-3 focus on developing a strong “personal root system,” character and becoming more independent. Habits 4-6 teach skills well with others, and becoming more interdependent. Habit 7 is the care of oneself in order to ensure great leadership can continue into the future.

Our Curriculum Rationale



OLOLPS Curriculum Rationale

Our curriculum is guided by our Catholic faith and the shared values of our school and its community. Our vision places our learners at the heart of education and is grounded in our commitment to children's rights and wellbeing.

We aim to deliver all our learners entitlements, experiences and skills which capture the minds and hearts of our children, shape their lives and lay the foundations for the path for life-long learning.

Our staff work collaboratively to provide learning opportunities and approaches which are relevant, agile, engaging, innovative and creative.

At its centre are the four fundamental capacities. These capacities reflect and recognise the lifelong nature of education and learning. They:

- recognise the need for all children and young people to know themselves as individuals and to develop their relationships with others, in families and in communities.
- recognise the knowledge, skills, habits and attributes that children and young people need to acquire to thrive in our interconnected, digital and rapidly changing world.
- enable children and young people to be democratic citizens and active shapers of that world.

Learning across the four contexts at OLOL PS

Opportunities for personal achievement

Weekly whole school assemblies spot.
Follow me folders.
Praise notes.
Postcards home and Positive phone calls.
Class recognition boards.
Social media mention.
Celebration of wide achievements in class.
Values certificates and shout outs.
Positive visits to Mrs Brennan & Miss Reilly.
Leader in Me, House Captains, Leadership roles, Buddy bears and Buddy system.

Interdisciplinary Learning

Meaningful links to developing the young workforce.
IDL whole school and upper/lower school themes and IDL bundles.
Leader in Me programme.
Increased Outdoor learning experiences.
Skills centred collaboration for IDL – inspired and agile.
Growing links and engagement with STEM, - sciences, technologies, engineering and mathematics.
IDL clearly linked to responsibility of all in HWB, literacy and numeracy.

RELEVANCE COURAGE

Our Little Way – relationships, culture and ethos policy.
Leader in Me programme.
Strong links with our faith community and parish.
Active Parent Council and parent volunteer involvement (COVID safe).
Regular communication with families in a range of ways.
Risk assessments in place for safe learning and being together.
Continued connections with community schools, groups and councils.
Ongoing opportunities for Pupil Voice, assembly, talking circles, Forms, Scribble wall, Pupil Parliament.
GIRFEC centred and embedded principles

Ethos and life of the school as a community

RELATIONSHIPS VALUES

The Curriculum: the totality of all that is planned for children and young people through their education, recovery curriculum focused on Health & Wellbeing, Literacy and Numeracy supported by the West Lothian curriculum road maps.
Revisited and refined assessment approaches to ensure we are meeting the needs of all children.
Collaborative planning and moderation to ensure consistency of standards across stages and progression between stages/levels.
Digital learning embedded and a strategy in place for learning at home
Two hours of quality PE each week, plus opportunities for Outdoor learning and the daily mile.
Termly class newsletters sharing an overview of learning and targets shared with families.
Modern Languages – ensuring that every child has the opportunity to learn a modern language.

Curriculum areas and subjects

WORK HARD, DREAM BIG! FRIENDSHIP, HAPPINESS, CONFIDENCE, HONESTY, TEAMWORK & RESPECT



Our Lady Of Lourdes Primary - The Rationale for our Curriculum (based on pupil, parent and staff consultations)

The Four capacities of the Curriculum for Excellence

Successful Learner Confident Individuals Responsible Citizens Effective Contributors



Our Little Way Trauma Informed Practice Rights of the Child

Outdoor experiences & Learning
IDL
One Plus Two & Language Ambassadors
Play
OPAL
Eco
RRS
Faith & Parish involvement
Leader in me
Sports Leaders
Family cook school
Digital learning
School trips and residential
Health weeks
Community - intergeneration & regeneration
Anti-racist group
Literacy leaders - library, PP
Developing the Young Workforce
Enterprise
STEAM
H&WB
Leader in Me

Vision

In our school family we ALL are happy, loved, listened to, respected and learning together, in our faith; following Our Little Way.
WORK HARD DREAM BIG

Our School Values.

Our whole curriculum- activities, programmes and opportunities for learning is guided and reflected in our values

- Friendship
- Honesty
- Team work
- Respect
- Confidence
- Happiness



Our Key Drivers

Our context
Ethos
Pedagogy
Community
Well-being
Equity & diversity
Attainment & achievement

Principles for Curriculum Design:

- challenge and enjoyment
- breadth
- progression
- depth
- personalisation and choice
- coherence
- relevance

The Four Contexts for Learning

Curriculum Area & Subjects,
Interdisciplinary Learning, Ethos and Life
of the school and Opportunities for
Personal achievement

LEARNING AND TEACHING

- Engaging and active
- Setting challenging goals
- Shared expectations and standards
- Timely, accurate feedback
- Learning intentions, success criteria, personal learning planning
- Collaborative
- Reflecting the ways different learners progress



Personalised Support

At OLOLPS we believe that all children learn in different ways and may require additional support for a variety of reasons at different times in their education. For some children, the support they require will be of a long-term nature, whereas for others it may only be for a temporary period in their schooling.

A child has additional support needs where, for whatever reason, the child is likely to be unable, without the provision of additional support, to benefit from school education provided and their wellbeing needs are not being met. The provision of this additional support is the responsibility of all stakeholders including all school staff (Senior Leadership, Support for Learning, Class Teachers and Pupil Support Workers).

We are an innovative and dynamic school, committed to improving the wellbeing and educational achievements of children within our role. As such, we have adopted a nurturing approach which is significant for the needs of our pupils and is unique in its nature.

A nurturing approach recognises that positive relationships are central to both learning and wellbeing. A key aspect of a nurturing approach is an understanding of attachment theory and how early experiences can have a significant impact on development. It recognises that all school staff have a role to play in establishing the positive relationships that are required to promote healthy social and emotional development and that these relationships should be reliable, predictable and consistent where possible. A nurturing approach has a key focus on the school environment and emphasises the balance between care and challenge which incorporates warmth and connection alongside structure, high expectations and a focus on achievement and attainment.

It is based on the understanding of 6 Nurturing Principles which have been adapted and are outlined below:

(NP 1) The environment offers a safe base

(NP 2) The importance of nurture for the development of wellbeing

(NP3) Language is a vital means of communication

(NP 4) All behaviour is communication

(NP 5) Transitions are important in children and young people's lives

(NP 6) We are an innovative and dynamic school and nursery, committed to improving the wellbeing and educational achievements of children within our role.

(Education Scotland, 2018)

In addition to our significant and substantial shift towards becoming a trauma informed school, we have implemented well-being / nurture groups for each class within the school. These distinct groups are in line with our nurturing schools approach to meet the needs of all of our pupils from the moment they enter our nursery to the time when they leave us in primary seven. Each of these groups are designed to meet the needs of the individual, incorporate close observations and adaption of targets responsively.

We aim to support all our pupils to achieve their potential and become; Successful learners, Confident individuals, Responsible citizens, Effective contributors as described by Curriculum for Excellence. This is achieved through ensuring that they are; Safe, Healthy, Achieving, Nurtured, Active, Respected, Responsible and Included.

All support will adhere to and embody the framework of *Getting it Right for Every Child (GIRFEC)*. This is an integrated framework for developing children's development and wellbeing. This guidance has also been informed by and adheres to; The Salamanca Agreement 1994 - UNESCO, Standards in Scottish Schools Act 2000, Additional Support for Learning Acts 2004 and 2009, Disability Discrimination Acts 1995, 2002, 2005, Equalities Act 2010 and Education (Scotland) Act 2016.

Class Teachers are best placed to monitor individual progress and identify those in need of support. Collaboration with Support for Learning practitioners and the Senior Leadership Team will ensure timely and appropriate identification and assessment. This enables staff to build a profile through GIRFEC solutions focussed planning of:

- Barriers to learning (ASN specific, Wellbeing needs, core characteristics, adversities faced)
- Pupil strengths
- Strategies which work for this pupil

These allow staff to make specific, measurable, achievable, realistic, and timely targets (SMART targets) which can be measured and reviewed through group plans or Individual Educational Programmes (IEPs) where appropriate.

Homework at OLOL



Our Lady of Lourdes Primary School
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 Email: wlooladyoflourdes-ps@westlothian.org.uk
 Head Teacher: Mrs Eileen Brennan

West Lothian Council Follow us on Twitter @OLadyOLourdes

Education Services

Whole School Homework
 Dear Parents/carers,

Thank you for your input at the last two Parent Meetings regarding homework.
Following on from this we are trialing a new approach and we will seek your feedback on this in

Our proposal is:

- Homework to be assigned in each class on a Monday for return the following Monday
- Weekly tasks specific to learning needs will be:
 - Reading
 - Learning
- Short focused tasks or activities which relate directly to what is being taught, and which are built upon in school, with a clear purpose which is shared with pupils and parents/carers - meeting pupils' immediate needs e.g. number work having difficulty with. (These 3 tasks should take no longer than 10 minutes, 15 minutes maximum.)
- Additional Family Time activities - to be selected from a choice. See next page.

Primaries 1 and 2 homework may vary very slightly.
 Looking forward to hearing everyone's feedback in January, but if you have queries/comments before this please contact us.

Kind Regards
 Mrs Eileen Brennan
 (Head Teacher)

Additional FAMILY TIME activities: WRITE+ MAKE+ SAY+ DO
 We want to encourage family learning as we know how important it is to support and develop Numeracy, Literacy and for Health & Well-being.
 Here are this term's optional activities. You do not have to do them all, but can you try to do at least TWO? This is a nine week term - eight weeks remaining.

Rules for EVERYONE: No electronic devices e.g. phones, tablets, computers allowed during these activities.

Activity	Suggestions	Feedback	Tick if chosen
Play dominoes			
Have a family Movie Night			
Make and eat a meal together (make a menu - optional)			
Turn off the TV, and teach your child a classic card game, such as Snitch, snap etc. Adapt the rules for younger kids.			
Play a board game			
Go for a long walk together			
Share a pot of tea/mug of hot chocolate/ drink of juice and have a chat about...			
Read together - share the fun and make a date for all the family to join in.			
Check out the stars			
Create/Do something in your garden			
Learn a magic trick			

Words: 366

LOL Primary School

Anytime, Anywhere Learning

Responsible Use Contract

AAL – What is it?

AAL stands for Anytime Anywhere Learning. It is intended to support learning and teaching by enabling a classroom environment where every pupil and teacher can use personal mobile devices to communicate, collaborate, research, share and expand their knowledge. Pupils will have access to a secure Wi-Fi network (known as AAL) to make full use of their devices.

What are devices?

Devices range from tablets, Kindles, mobile phones, laptops and other electronic items which can connect to Wi-Fi. There is no specification, make or model of electronic device required.

Does my child need to bring a device to school?

It is entirely your choice if you send your child to school with a device to aid his/her learning. If pupils do not have a device, they will be given access to the schools devices so they are not missing out. It is also preferred that older or unused devices are brought into school.

What are the benefits of AAL?

- Students' participation increases as they are excited about using their devices in the classroom. Therefore, they engage more with their learning.
- Pupils are in control of their learning more, as they actively seek their own knowledge by using the internet. This approach helps students learn by doing and gives them ownership of their education.
- Pupils can communicate their ideas in different manners. They can present their findings using different apps and this allows them to personalise their learning.
- It promotes pupils working together to reach new conclusions about their learning. They are also learning from one another.
- It is a modern way to learn in the classroom. We should be promoting digital literacy skills as our pupils will be growing up using them increasingly more in school and in the world of work.

While on the school premises pupils will be asked to switch off their device and store them safely in their school bag until they are needed.

LOLO Primary School and West Lothian Council do not take responsibility for any device brought to school whether within the school grounds or on the journey to and from school. It is important that you have adequate insurance which covers your device.

RESPONSIBLE USE CONTRACT 2023/2024 Name _____ class _____



You have the right to:

- Use your own device to aid your learning in the classroom.
- To learn in a classroom without worrying about being photographed or videoed without your knowledge or permission.
- Use whatever device is available to you without the fear of abuse over its make/quality.
- Bring in your device without the fear of it being broken or stolen.

You are responsible for:

- The care, safety and use of your mobile device at all times ensuring it is charged, safe and stored securely. This includes your journey to and from school and when in school.
- Ensuring you follow school rules re use of devices e.g. Phones are switched off and kept safe in own bag.
- Only researching the internet for appropriate information for school. **YouTube is not permitted.**
- Ensuring you only take or use photographs or video with the knowledge and permission of your teacher.
- Using you device appropriately to complete all activities in set time.
- Using appropriate searches and carefully reading all responses before following a link.
- Logging off any shared device.

I accept that my school and West Lothian Council are not responsible should my device get lost, broken or stolen.

I accept that if I do not use my device responsibly then I may not be able to use mobile devices as a learning tool.

I have discussed and agreed the 'Responsible Use Contract' with my parents/guardians.

Child's signature _____ Class _____

Parent/Guardian signature _____ Date _____

Primary 7 to Secondary 1 Transfer Arrangements

Structure of school provision in West Lothian Council:

West Lothian Council is divided into denominational (Roman Catholic) and non-denominational primary and secondary school catchment areas. Each home address therefore has two catchment primary schools and 2 catchment secondary schools.

Each secondary school catchment area is made up of a number of associated primary school catchment areas. Our Lady of Lourdes Primary School is associated with St Kentigern's Academy. Children attending Our Lady of Lourdes Primary School and living in the catchment area of the school would therefore normally transfer to St Kentigern's Academy. However the non-denominational school for this area would be Bathgate Academy.

It is not possible to guarantee places at a secondary school for children from an associated primary school. Secondary schools have intake limits and where the applications for admission exceed this limit, it would be necessary to apply the 'Placing in Schools - Guidelines' and refer all applications to the Special Sub-Committee on Pupil/Student Support.

Enquiries should be made to:

St Kentigern's Academy
West Main Street
Blackburn
West Lothian
EH47 7LX
Tel: 01506 656404

Bathgate Academy
Edinburgh Road
Bathgate
West Lothian
EH48 1LF
United Kingdom

Pupil Placement Section
West Lothian Civic Centre
Howden South Road
Livingston
EH54 6FF
01506 281857

Medication in Schools

Most pupils will at some time have a medical condition that may affect their participation in school activities. For many, this will be short-term; perhaps finishing prescribed medication even though the child's doctor regards the child as fit to attend school. Others have medical conditions which, without help, could limit their access to education.

Parents have prime responsibility for their child's health and should provide schools with information about their child's medical condition.

Photography

West Lothian schools have a photography consent form which is in accordance with data protection and human rights legislation. All parents are asked to sign a consent form before any photographs are taken.

If you have any concerns about photography, please tell the school.

Data Sharing

On occasion, schools will make data available to partners and also academic institutions to carry out research and statistical analysis. In addition, schools will provide our partners with information they need in order to fulfil their official responsibilities.

The collection, transfer, processing and sharing of data is done in accordance with the Data Protection Act. For more information on how children's data is handled please see our Privacy Notice

https://www.westlothian.gov.uk/media/21250/Education-Schools-Privacy-Notice/pdf/Education_-_Schools_Privacy_Notice1.pdf?m=637049

GTCS Professional Standards

The Professional Standards for Scotland's Teachers describe teacher professionalism in Scotland; teachers' 'way of being'.

Refreshed and restructured Professional Standards were enacted on 2 August 2021, and can be viewed below.

The Professional Standards support and promote partnership, leadership, enquiry and professional learning and have multiple purposes.

Purposes of the Professional Standards

To create a shared language for teaching professionals

As a benchmark for professional competency (Standard for Provisional Registration and Standard for Full Registration):

To develop and enhance professionalism

To support career-long professional growth

To provide a framework for Initial Teacher Education, probation and leadership pathways and professional learning programmes

Support for self-evaluation and reflection for teachers in, and aspiring to, formal leadership roles and contribution to dialogue about leadership and management

To inform the process of recruitment and selection

To ensure and enhance public trust and confidence in the teaching profession

<https://www.gtcs.org.uk/professional-standards/professional-standards-for-teachers/>

SSSC

SSSC are the regulator for the social service workforce in Scotland.

Our work means the people of Scotland can count on social work, social care and early years services being provided by a trusted, skilled and confident workforce. For more information and to become a member please see the link below:

<https://www.sssc.uk.com/the-scottish-social-services-council/>