

# Miller Primary School Handbook 2018/19



**INTERNATIONAL EDUCATION**  
Excellence Award

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[headteacher@miller-pri.glasgow.sch.uk](mailto:headteacher@miller-pri.glasgow.sch.uk)  
Head Teacher  
Lorraine Booth

Dear Parent/Carer

Miller Primary is a non-denominational primary school for children aged 5-12. Our school also has an Enhanced Nurture Provision for children with social, emotional and behavioural needs. We also have a nurture class within Miller Primary.

We are happy to welcome you and your child to Miller Primary School. We hope you will find Miller Primary a warm, caring and safe place where your child is happy and feels part of our large 'family'.

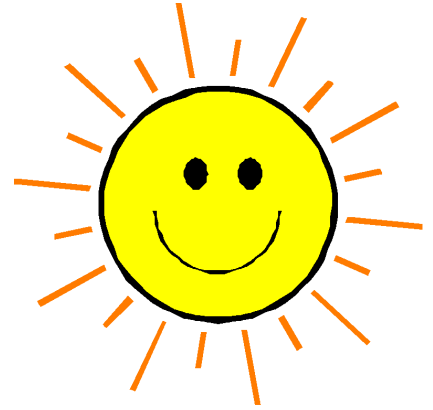
This handbook contains a range of information that you might find helpful and is your first introduction to our school. It provides general information about school life which we hope will be helpful to you. Please do not hesitate to contact the school or check our school website if you would like more information.

We have an open door policy for parents and we encourage you to become part of the school. If you have any issues or concerns, please do not hesitate to contact me.

We look forward to developing a close partnership with you. We look forward to having you and your child work with us and we hope that this will be the start of a strong partnership.

Kind regards  
Lorraine Booth  
Headteacher

## Vision, Values and Aims.



### **What are Vision, Values and Aims?**

Our children, staff, parents and partners worked together to come up with a simple statement which reflects what we are trying to achieve in Miller Primary. We also voted for what we feel are the values which we live out in our everyday interactions / actions. Our Motto is a brief summary of what we do in Miller Primary and our aims are how we achieve our vision and values.

### **School Vision:**

**Miller Primary strives to Get It Right for Every Child by embracing uniqueness and setting high standards for all.**

### **School Values:**

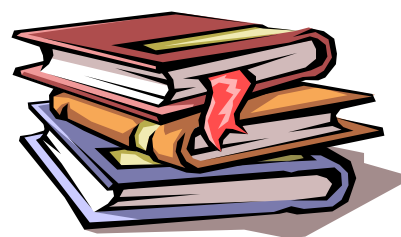
- **Respect and Responsibility**
- **Ambition**
- **Learning**
- **Trust and Honesty**

### **School Motto: Together we'll succeed**

### **Our main Aims for Miller Primary School:** In Miller Primary we aim to...

- Have a school where everyone treats each other with respect.
- Provide a nurturing and safe environment where children are motivated and have fun in their learning.
- Welcome and work with parent/carers and partners to support and improve our school.
- Build confidence and self-esteem and challenge each child to achieve in lots of different ways.
- Ensure every child plays his/her part in being actively engaged in their own learning.
- Celebrate all children's achievements both in and out of school.
- Work together effectively and have opportunities to take on leadership roles.

## Our Staff in Miller Primary



### TEACHING STAFF

The current staffing position in the school is that we have one Head Teacher, one Depute Head Teacher, 3 Principal Teachers, 9 class teachers (which includes the nurture group teacher) and 2 class teachers in the Enhanced Provision. The number of teachers however is adjusted each session according to the roll at that time.

Headteacher                      Lorraine Booth  
Depute Head Teacher        Yvonne Coulter

Principal Teachers            Miss Ogg Mr McCusker Miss Church  
Principal Teacher in charge of Enhanced Provision: Siobhan Canny

Class Teachers	Mrs Embleton	P1	15
	Mr Harris	P2/1	15
	Mrs Kerrigan/Mrs Yerbury	P2	22
	Miss Nouillan	P3	31
	Mr McCusker	P4	23
	Miss Church	P5	24
	Miss Ogg	P6	30
	Mrs Griffin	P7	21
		<b>Total Roll</b>	<b>181</b>
		Miss Cervantes	ENP 1
	Mrs Summers	ENP 2	6
		<b>Total Roll with ENP:</b>	<b>193</b>

Nurture teacher                Mrs Scott  
NCCT teachers - Mrs Yeates and Mrs Mohammed  
Digital and Numeracy Leader of Learning - Mrs Nicholson

**Organisation of Classes:** The following guidelines set by Scottish Government apply.

P1	maximum 25
P2&3	maximum 30
P4-7	maximum 33
Composite classes	maximum 25

Composite classes have pupils from more than one stage.



Support for Learning Workers: Mrs Coyle - nurture  
Mrs Campbell  
Mrs Jordan  
Mrs McKenna  
Mrs Harkin  
Mrs Calderhead  
Miss Doyle  
Mrs Lewis  
Mrs Elliott  
Mr Conway - Enhanced Nurture Provision  
Mrs Kinloch - Enhanced Nurture Provision  
Miss Reid - Enhanced Nurture Provision

Clerical Assistant Mrs Strang  
Clerical Assistant Mrs Stark

Janitor Ms Coyne

Catering Manager Ms Rooney  
Assistant Catering Manager Mrs Murray  
Mrs Qua  
Mrs Downie  
Mrs Watt  
Mrs Colquhoun

School Cleaners  
Mrs Convey  
Mrs Burns  
Mrs Gavigan (Supervisor)

## School Information



The full name and address of the school:

**Miller Primary School**  
20 Ardencraig Road  
Castlemilk  
Glasgow G45 0EL

The telephone number is: 0141 634 8276

The e- mail address is:  
[headteacher@miller-pri.glasgow.sch.uk](mailto:headteacher@miller-pri.glasgow.sch.uk)

If you wish a school let please contact the school office for a form.

**Our School Capacity:** Our capacity is for 250 children and our current role is 193.



### School Hours

8:55am	Bell rings for Parents to leave the playground and the children line up and are brought into school.
9:00 a.m.	Bell rings and the children come into class.
10:30 - 10:45 a.m.	Morning interval
12:15 - 1:00 pm	Lunch
3:00 p.m.	School Closes

Primary 1 parents are welcome to come in from 2:50pm to collect their children.

For health and safety reasons the school gates at the bottom of the hill are closed from:

8:50 - 9:10

and

2:50 - 3:10

The back gate is locked at 9:00am and reopened at 2:45pm.

### Breakfast Club



There is a Breakfast Club in the school and this is available, at a cost of £2 for the first child in the family and £1 for every subsequent child, unless the child is entitled to free school meals. Breakfast is served in the dinner hall between 8:00am and 8:30am. All children are welcome to attend. The menu on offer consists of a choice of cereals, toast and a drink (milk, water or fruit juice).

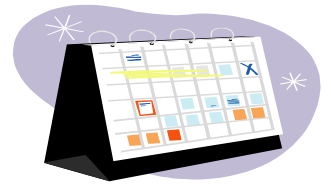


## School Holidays 2018-19



Teachers Return -In service Days 1 & 2	Monday 13th & Tuesday 14th August 2018
Return Date for Pupils	Wednesday 15 <sup>th</sup> August 2018
September Weekend	Friday 21st and Monday 24th Sept 2018
Inservice Day 3	Friday 13th October 2018
First Mid-Term	Monday 15th to Friday 19th October 2018 (inclusive)
Christmas/New Year (school closes on Thursday 20th Dec at 2:30pm)	Friday 21st December 2018 to Friday 4th January 2019 (inclusive)
Return to School	Monday 7th January 2019
Second Mid-Term	Monday 11 <sup>th</sup> and Tuesday 12 <sup>th</sup> February 2019
In service Day 4	Wednesday 13 <sup>th</sup> February 2019
Spring Holiday (school closes on 29th March at 2:30pm)	Monday 1st to Friday 12 <sup>th</sup> April 2019 (Inclusive)
Return to school	Monday 15 <sup>th</sup> April 2019
Easter Weekend (school closes at 3pm on Thursday 18th April)	Friday 19th April 2019(Good Friday) and Monday 22nd April 2019(Easter Monday)
May Day	Monday 6 <sup>th</sup> May 2019
In service Day 5	Tuesday 7th May 2019
May Weekend	Friday 24th and Monday 27th May 2019
School Close	Friday 28 <sup>th</sup> June 2019 *Please note that schools will close at 1pm on the last school day before the holiday





## **Enrolment**

Children who live within Glasgow City Council and who will be five years of age on or before the end of February should be registered at the Primary School for their area during a week to be announced in November. Registration is now done online and information about it will be displayed in the local press and in shops and pre-5 Establishments. Anyone wishing information regarding enrolment should contact the school office.

The school will hold an open event during the week prior to enrolment. This will give parents/carers information and support prior to the enrolment process.

Enrolment for children not starting Primary 1 is made by appointment with the Head Teacher by calling at the school.

From next session, P1 children will attend full days from the start of the term.

### **Placing Requests**

Parents may make a placing request for their child to attend the school of their choice. Families living outwith the catchment area are welcome to make a placing request to attend Miller Primary School but they must enrol their child at their local school as a first step. Further information is available using the following link:

<https://www.glasgow.gov.uk/index.aspx?articleid=18426>

The education authority does not provide transport for those pupils in receipt of a placing request, other than in individual exceptional circumstances and where appropriate legislation applies.



### **Transferring from Primary to Secondary:**

Pupils normally transfer between the ages of 11.5 and 12.5, so that they will have the opportunity to complete at least four years of secondary education. Parents will be informed of the arrangements no later than December of the year preceding the date of transfer at the start of the new session.

Pupils of Miller Primary normally transfer to: Castlemilk High School  
223 Castlemilk Drive  
Telephone No: 0141 582 0050

The Head Teacher is Mrs Lynn McPhilips. Miller Primary has a very positive relationship with Castlemilk High School and there is a robust transition programme for children so that they are familiar with routines, structures and where to find places before they leave Primary 7.

## Attendance



Within Miller Primary School good attendance is encouraged at all times and children are rewarded accordingly. Parents are asked to advise if their son or daughter is going to be absent. This should be done as early as possible on the first day of absence. If the young person is going to be absent for some time, it would be helpful to know at the earliest opportunity. The school uses daily text messaging to inform parents and carers of absence if no contact is made. All unexplained absence is investigated by the school and appropriate action taken.



All calls must be made to the **Pupil Absence Reporting Line** on **0141 287 0039**. The line is open between 08.00-15.30 Monday to Friday.

After every absence a child should bring a note to the class teacher confirming the reason for absence. Parents/guardians do not have an automatic right to take their child out of school without permission during term-time. The Head of Establishment can only authorise time off during term-time in exceptional circumstance.

### Exceptional circumstances include:

- short-term parental placement abroad
- family returning to its country of origin for family reasons
- the period immediately after an illness or accident
- a period of serious or critical illness of a close relative
- a domestic crisis which causes serious disruption to the family home, causing temporary relocation.

### Time off during term-time for the following reasons is not acceptable and will be recorded as unauthorised absence:

- availability of cheap holidays or desired accommodation
- holidays which overlap the beginning or end of term.

Clearly with no explanation from the parent or carer, any absence is unauthorised.

The Education Liaison Officer for our Learning Community investigates unexplained absence, and the authority has the power to write to, interview or prosecute parents/carers or refer pupils to the reporter of the children's hearings, if necessary.

As part of the Head Teacher's monitoring, if your child's attendance falls below 90% or they have been late a lot, you may receive a letter or an invitation to attend a meeting regarding your child's attendance. It is so important that your child comes to school every day and on time.

## Medical And Healthcare



The school nurse visits at various times during the year for routine health checks, vaccinations and medical examinations. Parents/carers are kept informed by letter.

Parents/carers should inform the school of any medical requirements relating to their child. If a child requires medication during the school day, parents must complete the appropriate medical form. This is available on request from the school office.

Accidents in school are dealt with initially by staff who report any concerns to our trained first aider. If a child requires to be sent home a parent or emergency contact will be contacted to come and collect the child. The decision to send a child home will be made in consultation with the head teacher or her depute. It is therefore essential that emergency contact numbers are kept up to date and we would ask that you keep us informed of any change of telephone number, address, place of work or emergency contact. We will regularly request an up-date.

In the event of a serious accident and the inability to contact appropriate relatives the head teacher or her delegate will act in "loco parentis" and take all the necessary precautions to ensure the safety of the child.

## **Health Protocols**

Some children will have a medical condition which has to be managed within the school setting. If this is the case, a health protocol will be put in place in consultation with the Depute Head Teacher.

## **Emergencies**



We make every effort to maintain a full educational service, but on some occasions circumstances arise which lead to disruption. Schools may be affected by, for example, severe weather, temporary interruption of transport, power failures or difficulties of fuel supply.

In such cases, we shall do all we can to let you know about the details of our closure or re-opening by using letters, texts, our app, our website, our twitter feed and the local media etc

## School Uniform



The school uniform is:

- White shirt with school tie or light blue poloshirt
- Navy trousers
- Navy skirt
- School jumper navy blue in colour

Sweatshirts, cardigans, polo shirts and ties with the school logo are available for purchase all year round at the Trutex Shop 35B Argyle Street, Glasgow, G2 8AH.

Our uniform was agreed in consultation with pupils and parents. It is expected that all children attending Miller Primary School will adhere to this dress code.

## PE Kit



It is important that pupils come prepared to learn and for PE this requires appropriate clothing. All jewellery should be removed. Pupils who are not participating in PE must have a note or a medical certificate. Pupils who are unable to participate in practical PE should still bring their kit to allow them to assist in the lesson by refereeing, keeping scores or assisting with the distribution of equipment. This ensures that they are still able to take part in some way in the work of the class and do not miss out on the knowledge and understanding of the course. Children unable to participate due to a failure to bring their kit will not be allowed in the gym. They will do sporting related work in the classroom such as looking at the rules of sports etc.

There are forms of dress that are unacceptable in school, such as items of clothing which:

- Potentially encourage factions (such as football colours)
- Could cause offence (such as anti-religious symbolism or political slogans)
- Could cause health and safety difficulties (such as loose fitting clothing, jewellery)
- Could cause damage to flooring
- Carry advertising particularly for alcohol or tobacco
- Could be used to inflict damage on other pupils

## Clothing & Footwear Grants

Parents/Carers receiving Income Support, Job Seekers Allowance (Income Based), Working Tax Credit (with a total annual income of less than £15,050\*), Housing Benefit, or Council Tax Benefit will normally be entitled to monetary grants for footwear and clothing for their children. Information and application forms may be obtained from schools and at

<https://www.glasgow.gov.uk/index.aspx?articleid=17885>



## School Meals

Our school provides a lunch service which offers a variety of meals and snacks. Special diets for children with medical requirements can be provided. Please inform the Headteacher and please give the school a copy of any medical letter outlining your child's dietary requirements.

Children who prefer to bring packed lunches are accommodated in the dining hall.

All children in P1-4 are entitled to a free school meal.

Children and young people of parents/carers receiving Income Support, income-based Job Seekers Allowance, Working Tax Credit (where income is less than £6,420), Child Tax Credit only (where income is less than £16,105\*) and income-related Employment and Support Allowance are entitled to a free midday meal. Information and application forms for free school meals may be obtained from schools and at

<https://www.glasgow.gov.uk/index.aspx?articleid=17885>



## Transport

The education authority has a policy of providing free transport to all pupils who live outwith a certain radius from their local school by the recognised shortest walking route. This means that the provision of transport could be reviewed at any time. Parents/Carers who consider they are eligible should obtain an application form from the school or at <https://www.glasgow.gov.uk/index.aspx?articleid=17882>


## Communication with Parents/Carers



At Miller Primary School we use a variety of ways to keep in touch.

*Open Door Policy* - the senior leadership team are available for all parents and carers at any time providing they are not teaching or in another meeting. Please either pop in to the school office or phone for an appointment.

*School app* - gives you information, updates, class news, permissions, surveys, weekly menus etc

 *Our Twitter feed* - gives access to instant news of what we are doing and achieving in the school and the community.

*Newsletters* - will be sent out monthly to keep parents informed about the work of the school.

*Letters* - further information which requires a response may be sent out in letter form.

*School website* - will contain a great deal of information about the school. It is a good idea to check this regularly.

*Text messaging* - You may also receive text reminders about events/school closures etc.

*Meetings* - Parents and carers are welcome in the school to discuss any aspect of their child's development and progress. To avoid disappointment, it is advisable to make an appointment. There are various opportunities throughout the year when parents can discuss their child's progress with the class teacher and view the child's work.

Parents and carers are welcome at other events throughout the school year e.g. workshops, community café, class performances, religious and other assemblies. The school newsletter and app will keep you informed.

### Parent Helpers

We have benefited from the assistance of adult helpers in many ways. We are keen to continue to encourage this. If you can help, in any way, please let us know.

## Emergency Contact Information



At the start of each school session, parents will be issued with the annual data check form. Please ensure that this is completed and returned to the school. It is also important that you let us know if there are changes to your telephone number(s) or to those of your emergency contacts throughout the year.



## Data Protection – use of information about children and parents/carers



We collect information about children attending school (and also about parents/carers, emergency contacts etc. provided in the annual data check) to allow us to carry out the Council's functions as the education authority for the City of Glasgow. This may sometimes involve releasing personal information to other agencies and other parts of the Council, particularly in relation to child protection issues or criminal investigations, and it may also be used for research purposes (see the link below for more details regarding this).

Information held by the school is, in legal terms, processed by Glasgow City Council. The Council is registered as a data controller under the Data Protection Act 1998 (number Z4871657) and all personal data is treated as confidential and used only in accordance with the Data Protection Act and the Information Use and Privacy Policy approved by the City Council. For more information on how we use personal information, or to see a copy of the Information Use and Privacy Policy, see [www.glasgow.gov.uk/privacy](http://www.glasgow.gov.uk/privacy)

**Under GDPR regulations of 2018, parents' permission is sought when information relating to meeting children's needs is gathered and held within the school.**



### Appointments during school hours

If your child has an unavoidable appointment, please give them a letter for their class teacher and then collect them from the school office at the specified time.

### Comments & Complaints



In Miller Primary School we aim to have positive relationships across our school community. However, if you have a comment or complaint about any aspect of school life, please contact the Headteacher in the first instance.

Glasgow City Council complaints procedures, information on Data Protection and Freedom of Information are available from:

<https://www.glasgow.gov.uk/index.aspx?articleid=16133>

Customer Care Team

Customer & Business Services

Glasgow City Council

City Chambers

Glasgow G2 1DU

Tel: 0141 287 0900

e-mail: [customercare@glasgow.gov.uk](mailto:customercare@glasgow.gov.uk)

## Curriculum: Curriculum for Excellence 3-18



Curriculum for Excellence has been introduced to raise standards of learning and teaching for all 3 to 18 year olds. It aims to help prepare children and young people with the knowledge and skills they need in a fast changing world. As part of Curriculum for Excellence all children from pre-school to the end of S3 will receive a rounded education known as a Broad General Education (BGE). Curriculum for Excellence is all about bringing real life into the classroom and taking lessons beyond it.

Through the experiences we provide at Miller Primary School we want our children to become Successful Learners, Confident Individuals, Responsible Citizens and Effective Contributors. We are committed to providing children with a broad general education and focus on eight curriculum areas.

Expressive Arts	Health & Wellbeing	Languages	Mathematics
Religious & Moral	Sciences	Social Studies	Technologies

Progress in learning is indicated through curriculum levels as detailed below.

Level	Stage
Early	The pre-school years and P1 or later
First	To the end of P4, but earlier or later for some
Second	To the end of P7, but earlier or later for some
Third & Fourth	S1-S3, but earlier for some



**Literacy and English:** This curricular area covers listening and talking, reading and writing. Children are given a wide range of different learning experiences and activities which promote critical and creative thinking in all aspects of literacy.

Children are taught phonics, before, during and after reading strategies which helps them to read a variety of different texts. The school uses a variety of reading sources rather than one particular scheme. We have book banded all our books so that children can read a variety of texts across a level.

Children are also given the opportunity to practise different genres of writing throughout their seven years including linking this to ICT such as writing an email or a tweet. Grammar and spelling are taught throughout the school and cursive handwriting also forms part of our writing curriculum.



In addition, children are given the skills, experience and confidence to listen and talk in different contexts and different groupings. Children learn about the different roles involved in working as a group and they are given experience in each role.



**Modern Languages:** Children in Primary 5, 6 and 7 are taught French by our teaching staff who have been trained in the subject. Across all stages, the children will learn some conversational French phrases, basic vocabulary such as days of the week, months of the year and colours, as well as being introduced to aspects of French culture and traditions.



**Numeracy and Mathematics:** Children are given a great deal of active learning to help them to develop and master concepts in numeracy and mathematics. Where possible a real life approach is used and often children are given application of their learning through real life contexts. Problem solving skills are developed from Primary 1. The school follows the Glasgow Counts approach and programme of learning, but we tailor what we are doing for the children in each class. Resources include the use of practical materials, ICT and teacher made activities. There are several areas which are covered in numeracy and mathematics:

- **Problem Solving and Enquiry**
- **Information Handling**
- **Number, Money and Measurement**
- **Shape, Position and Movement**

We hold a financial education week in the school which helps children to focus on essential skills for life.



**Health & Wellbeing:** Miller Primary School is a Health Promoting School and we encourage all our children to lead a healthy lifestyle. We provide a range of different Specialist Groups within the school which helps give children leadership opportunities at a school wide level. Our Health Promotion group is very active and they often have different initiatives which help keep health promotion at the forefront in Miller Primary. We offer a health week for all our children and we also offer a wide range of different after school sporting activities for the children free of charge. We won the Lord Provost's Sports Personality of the Year Award in 2015/16 for our achievements in developing sports within the school.

Our Health and Wellbeing curriculum includes the following areas:

- **Mental, Emotional, Social and Physical Health:** The curriculum we offer our children includes building their resilience skills as well as developing emotional intelligence through Circle Time and feelings charts. We explore the area of

bullying and developing friendships during class time, at assemblies and also at break times. We develop children's self-esteem by focusing on their own uniqueness and their talents and skills. We use the nurturing principals to ensure that all children learn to develop as themselves in a safe, secure environment.

- **Planning for Choices and Change:** Our focus in this part of the curriculum is developing children's skills for learning, life and work to help them achieve a positive destination when they leave school. We explore themes such as making an informed decision, peer pressure and the influence of the media on choices. Looking at job roles and giving children aspirations for their future is also a focus in our Health and Wellbeing Curriculum.
- **Food and Health:** Children explore where food comes from, how to prepare food safely as well as learning about healthy eating. We help our children develop the knowledge, skills and understanding to adopt a healthy lifestyle. We look at the nutritional value on labels and the influence of packing and the media on our food choices.
- **Physical Education, Physical Activity and Sport:** As a school we value the importance of developing an active lifestyle in all our children and we strive to offer a wide range of different experiences in different sports for our children to participate in. We work with different partner agencies to help us offer children sporting opportunities which could offer them clubs within the community.  
Children receive 2 hours quality PE every week in school as part of our curriculum and we promote fair play at all times. We are actively involved in different competitions and we promote children developing a positive attitude to winning or losing. Children in P7 are offered swimming to develop their confidence in the water.
- **Substance Misuse:** Our curriculum for Health and Wellbeing incorporates learning about the effects of drugs, alcohol and tobacco on the body to give our children the knowledge and understanding about the harm these can do to them. We promote leading a healthy lifestyle and explore risk taking behaviours and the importance of making an informed choice.
- **Relationships, Sexual Health and Parenthood:** In Miller Primary we use the resource Sexual Health and Relationship Education which has been approved by the Council to deliver a structured programme from Primary 1 to 7 which includes themes such as friendships, our bodies, puberty, etc. We offer an annual opportunity for parents to come to an information session about the resource.



**Social Studies:** Our social studies programme incorporates the following areas:

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

Our children develop their knowledge, skills and understanding through exploring different topics throughout each year of the school. We offer personalisation and choice through our topics as children are asked what they would like to learn in terms of the topic being taught and they are also given some choice of the topics themselves. In order to ensure that the school is offering breadth and balance across social subjects, the experiences and outcomes are bundled for classes to cover in different Primaries. We use partner agencies and visits to enrich children's learning in social subjects.



**Sciences:** We offer a science curriculum which focuses on the following significant aspects of science and develops childrens' knowledge, skills and understanding:

- Demonstrate their curiosity in sciences by actively participating and initiating in science activities
- Discuss their understanding of the environment and their place in the living, material and physical world
- Discuss using their secure knowledge and understanding, the big ideas and concepts of the sciences
- Demonstrate the skills of scientific inquiry and investigation using practical techniques
- Use scientific language, formulae and equations
- Apply fair testing to all experiments
- Plan, design, investigate, evaluate and present their findings
- Apply safety measures and take necessary actions to control risk and hazards
- Discuss the impact the sciences make on my life, the lives of others, the environment and on society
- Discuss the role of creativity and inventiveness in the development of the sciences
- Demonstrate an understanding of the Earth's resources and the need for responsible use of them
- Express opinions and make decisions on social, moral, ethical, economic and environmental issues based upon sound understanding
- Use scientific analytical skills
- Be a scientifically-literate citizen : outlining the impact of science on everyday life, the environment and society
- Demonstrate their interest in developing science as a lifelong interest.

We plan a structured programme to develop the above skills across the following areas:

- Planet Earth
- Forces
- Electricity and waves

- Biological systems
- Materials
- Topical science

We also work with partner agencies and with the learning community to enhance children's learning in Science by having a science theme week. We actively develop children's interests in science and we are responsive to opportunities which present themselves in terms of topical science.



**Technologies:** In Miller Primary we are responsive to our ever changing world in terms of technology. We aim to offer the children a curriculum which will help them develop their digital knowledge and skills as well as developing their skills in being creative. We use computers, digital cameras, smart boards, the internet and we will soon be using iPads to deliver a motivating, structured curriculum which will prepare our children for the world. ICT and technology are also delivered across the curriculum to inform learning in other curricular areas which gives our children application of their digital learning in different contexts. We have a computer suite. Children all have access to the internet when using school computers. Classrooms have at least 4 computers, including a laptop, and every classroom also has a smartboard.

We have a range of different pieces of technology such as Lego and Polydron for children to explore their creative skills. All our staff offer children different real life or topic related design challenges which uses their skills and creativity.

### Expressive Arts:



**Art and Design:** Our curriculum offers children different techniques and skills which uses a wide range of different media e.g pencils, paint, clay, printing, etc. The curriculum encourages children to develop their own creative and artistic style as well as to home in on the detail of the world around them. Appreciation of art is also part of the curriculum and children are offered learning opportunities to look at famous artwork and artists.



**Drama:** In Miller Primary we encourage children to express themselves and develop their own responses to different forms of Drama. We teach children skills and knowledge through a variety of different experiences which can use their topic as a basis. Children are encouraged to perform throughout the year to develop their confidence and parents are often invited along.



**Music:** The curriculum for music includes singing, learning to play /identify instruments, music appreciation, learning to read music where possible and also learning musical language. We have the additional benefit of Kodaly music in

the infants where an instructor comes in to work with the children on interaction and musical development. We also have a brass instructor who comes into the school and she offers children instruction in brass instruments free of charge.



**Miller Music Clubs:** We run a school choir from Primary 4 to 7 and the choir perform regularly at school events and also within the community.



**Religious and Moral Education:** Our Religious and Moral Education programme explores Christianity and Other World Religions with no bias. We encourage children to develop their own knowledge, understanding and skills including exploring Personal Search.

## Religious Observance

Our school is fortunate to have a close link with the local church. The Minister and Deacon assist with the Christianity element of Religious and Moral Education and provide opportunities for religious observance. Parents have the right to withdraw their child from religious observance and should inform the school in writing.



## Assessment & Reporting

All children are assessed both formally and informally throughout the year. This allows children and their teachers to identify their strengths and areas for improvement. A variety of assessment methods are used to enable staff to pass on information to parents about the progress of their child. Assessment records are kept by the class teacher and form the basis of discussion at Parents' Evenings in October and March. An annual report is sent to parents towards the end of each school year.

If you have any concerns about your child's progress do not hesitate to contact the school.



## Pupil Profiles

Every child leaving primary school in Scotland has their key achievements in school, at home and in the community documented within a P7 profile.



The content of the profile is decided by the young person. The profile is a positive record of their achievements and emphasises their strengths. The profile provides a valuable way for learners to share valuable information about their achievements with their parents and teachers in secondary school.

## Additional Support Needs / Support for Children



The school has a duty to ensure that all pupils have equal access to the curriculum, with appropriate support for their needs if required. This applies to the content of lessons, teaching strategies and minor adaptations to the school environment. There are a wide range of factors which may act as a barrier to learning. We are committed to working closely with parents and carers to ensure that they are fully involved in any decisions about support for their children's needs.

Any parent or carer seeking further advice regarding this policy should contact the Headteacher in the first instance.

Further information relating to additional support needs is available on the Glasgow City Council website at <https://www.glasgow.gov.uk/index.aspx?articleid=18941>

Information on the Glasgow City Councils' Parental Involvement Strategy can also be found at <https://www.glasgow.gov.uk/index.aspx?articleid=17870>

Miller Primary School supports Glasgow City Council's policy on Inclusion. All children regardless of their needs are supported to ensure that they gain maximum access to the curriculum and other enriching experiences. This includes providing the necessary resources, structures and practices to ensure children are fully included in the school and using the curriculum.

We have Wellbeing Assessments and Plans for children and associated targets which help meet children's needs. We work closely with parents and other agencies to meet children's needs. The school has a duty to ensure that all pupils have equal access to the curriculum, with appropriate support for their needs if required. This applies to the content of lessons, teaching strategies and minor adaptations to the school environment. There are a wide range of factors which may act as a barrier to learning. We are committed to working closely with parents and carers to ensure that they are fully involved in any decisions about support for their children's needs.

We also need to ensure that parents and carers who themselves have additional needs have equal access to information about their children. This will involve, for example, relocating the venue for parents/guardians meetings to facilitate physical access; provision of an interpreter; agreeing a phone contact system to provide direct feedback to parents and carers.

#### Physical Access:

- The school has a lift. In the event of a physically impaired pupil attending the school appropriate provision will be made, to ensure that all their needs are met and that they are included in all of school curriculum life.

#### Curriculum

- Continuous Professional Development is provided for staff to ensure all are aware of and have an understanding of children's needs and how to effectively address their needs.
- Wellbeing assessment and planning is used in conjunction with differentiated school planning systems to meet the needs of all our children.
- We have a specialist provision for up to 12 children who have social and emotional behavioural needs within our Enhanced Nurture Base. All children in the Base have been placed through the Council's City Inclusion Group(CIG).

Information on the Glasgow City Councils' Parental Involvement Strategy can also be found at <https://www.glasgow.gov.uk/index.aspx?articleid=17870>

## The ASN Coordinator in Miller Primary - Mrs Yvonne Coulter (Depute Head Teacher)

### **GIRFEC - Getting it Right for Every Child - The Named Person**

GIRFEC isn't an extra thing people have to do. It's a way for those who support children to work differently, making sure that they are all on the same page. Where needed, GIRFEC links day-to-day work in education, health, policing, social work and the voluntary sector - in fact any organisation whose staff come into direct contact with children. It makes it easier for those different organisations to communicate consistently with each other, and with parents, carers, children and young people.



GIRFEC provides a structure that helps people to work in the same way and use the same language. This allows discussions with the child and their family to focus on what is good in a child's life, and what might need attention or support.

It's the bedrock for all children's services and can also be used by practitioners in adult services who work with parents or carers.

The approach helps practitioners focus on what makes a positive difference for children and young people - and how they can act to deliver these improvements. Getting it right for every child is being threaded through all existing policy, practice, strategy and legislation affecting children, young people and their families.

#### **What Getting it Right for Every Child means:**

##### **For children, young people and their families:**

- They understand what is happening and why
- They have been listened to carefully and their wishes have been heard and understood
- They will feel confident about the help they are getting
- They are appropriately involved in discussions and decisions that affect them
- They can rely on appropriate help being available as soon as possible
- They will have experienced a more streamlined and co-ordinated response from practitioners

##### **For practitioners:**

- Putting the child or young person at the centre and developing a shared understanding within and across agencies
- Using common tools, language and processes, considering the child or young person as a whole, and promoting closer working where necessary with other practitioners

If you would like to access support from the Named Person Service, please contact the school.



## Child Protection:

Children's welfare and safety is of paramount importance in the school and we have robust procedures in place to ensure the safety and wellbeing of all children. If you have any concerns regarding a child's safety and wellbeing, you should report it to the Child Protection Co-ordinator.

The Child Protection Co-ordinator for the school is Mrs Lorraine Booth (Headteacher) and in her absence, Mrs Yvonne Coulter (Depute Head Teacher) is the co-ordinator.

APPENDIX B

# Child Welfare and Safety

## Insert for Establishment Handbooks and Public Display

All educational establishments and services must take positive steps to help children protect themselves by ensuring that programmes of health and personal safety are central to the curriculum and should have in place a curriculum that ensures that children have a clear understanding of the difference between appropriate and inappropriate behaviour on the part of another person, no matter who.

As with other areas of the curriculum, you will be kept informed of the health and personal safety programme for your child's establishment.

Educational establishments and services must create and maintain a positive ethos and climate which actively promotes child welfare and a safe environment by:

- ensuring that children are respected and listened to;
- ensuring that programmes of health and personal safety are central to the curriculum;
- ensuring that staff are aware of child protection issues and procedures;
- establishing and maintaining close working relationships and arrangements with all other agencies to make sure that professionals collaborate effectively in protecting children.

Should any member of staff have concerns regarding the welfare or safety of any child they must report these concerns to the Head of Establishment or the person deputising for the head of establishment. He/She after judging that there may be grounds for concern regarding the welfare or safety of any child must then immediately advise the duty Senior Social Worker at the local Social Work Services area office of the circumstances.



## School Improvement



On an annual basis, you will receive a copy of our Standards and Quality report. This is available to read on the school app. The Standards and Quality report highlights progress in key curricular areas such as literacy, numeracy and health & wellbeing. Our priorities for improvement are detailed in our School Improvement Plan which is discussed with our Parent Council. Any parent or carer seeking a copy of the plan can contact the school office or check out our website or app.

Information on how the school is performing at local and national level can be obtained by contacting the Head Teacher.

## Promoting Positive Behaviour

WE have recently simplified our school rules to three:

**BE SAFE - BE READY - BE RESPECTFUL**

Children's Rights as outlined in the UNCRC (United Nations Convention on the Rights of the Child) are fundamental to a good school ethos. Adults in our school will work with children to ensure they are aware of their rights and fully respect the rights of others. Therefore, the approach within Miller Primary School is to build a positive ethos that demonstrates care and respect for all. Positive behaviour is recognised and celebrated.

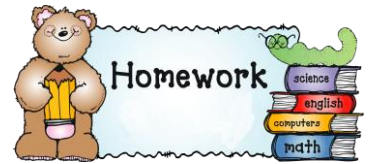


In every class, positive behaviour choices are celebrated. Every class has a **recognition wall**, where there may be a daily or weekly target relating to a value or desired behaviour or learning attitude. Children may be given a Praise certificate at the end of the day. Negative behaviour choices are dealt with immediately with the child having an appropriate consequence, such as loss of choosing time or reflection time.

With some behaviours, however, we take a Zero Tolerance approach. The child will automatically have their parents informed and more serious consequences. The behaviours included are:

- Refusing to remain in a supervised learning environment
- Physical assault
- Threatening or abusive language, including swearing and racial remarks
- Deliberately mistreating property or the school building
- Spitting at another person

A member of the Senior Management Team will contact parents directly if it is deemed necessary and appropriate.



## Home Learning

Continuing to learn at home helps children to achieve more and is a vital part of our partnership with parents. Please check your child's schoolbag for communication about home learning and specific tasks. A copy of our home learning policy is available on the website and on request from the school office.

## Parent Council

We have a very active Parent Council that represents the views of all parents. All parents are welcome to attend Parent Council meetings and can become members at the AGM. Parent Council minutes are available from the Parent Council. The Parent Council could get involved in:

- Supporting the work of the school
- Gathering and representing parents' views to the Headteacher, education authority and HMIe
- Promoting contact between the school, parents/carers, children and the local community
- Fundraising and the Involvement in the appointment of senior school staff.

**Chairperson : Mr Mark Ingram**

**Vice Chairperson: Mr John Kane**

**Treasurer: Mrs Joanna Young**



## House system

All children are part of our House Group system. Our houses are **BALMORAL**, **ISLAY**, **LOMOND** and **NESS**. The children are awarded points for their house for showing our school values in the classroom and across the school. They earn house points for completing and returning homework on time. Our winning house each term is rewarded with a trip to the Jeely Playzone.

## Pupil Voice

Our **Pupil Council** is made up of a representative from each year group. This is an important group which ensures that the views of pupils are heard.

Each of our House Groups take an area of responsibility for the wider life of the school. They meet regularly to plan and carry out activities related to their theme and share their work with the whole school community.

Their areas of responsibility are:

**BALMORAL** - Fairtrade

**ISLAY** - Rights Respecting Schools

**LOMOND** - Health

**NESS** - ECO

We have Talk About Learning Committees (TALCs) in every class in the school. The function of the committee is to look generally at learning across the school.

Learner Conversations: children from every class meet with SMT to discuss specific curricular areas - sharing views, ideas and their learning.



## Extra Curricular Activities

We have a wide range of free activities that run between Monday - Friday to extend the learning experience at different times of the day including after school. The activities offer vary each term so please check your child's schoolbag for information as places are popular and usually limited. Good links with community organisations and our Active Schools Co-ordinator are vital for the success of these programmes.

**We won the Lord Provost's Sports Personality of the Year Award for our success in offering so many different clubs for children to access free of charge. We increased the uptake of different sports by a great deal over a 2 year period. This year we were also awarded the Silver Award from Sport Scotland.**

### SCOTTISH SCHOOLS OF CO-OPERATION

In the past session, Miller Primary was recognised as a Scottish School of Co-operation as a recognition of how we work together to achieve our shared goals. The Pupil Council presented our school's achievements in Glasgow City Chambers.



## **Useful Addresses:**

Education Services  
City Chambers East  
40 John Street  
Glasgow G1 1JL  
Tel: 0141 287 2000

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

## **Useful websites**

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

[www.educationscotland.gov.uk/parentzone/index.asp](http://www.educationscotland.gov.uk/parentzone/index.asp)

Please note - whilst all information in this handbook was considered to be correct at the time of its creation, it is possible that there may be some inaccuracy by the time of reading.

