Welcome to

Wallace Hall 2-18 School

Together we grow, learn and achieve

Handbook 2019/20

Updated December 2019

Dumfries & Galloway Council

10s finish
20s
25s finish

Contents

1	Welcome from Head Teacher	4
2	School Aims and Vision	5
3	School Ethos	5
4	School Information	6
5	Staff Information	7
6	Contact Us	9
7	The School Day	10
8	School Uniform	11
9	School Meals	13
10	School Transport	14
11	Positive Behaviour and Celebrating Success	14
12	The Curriculum	17
13	The Wider Curriculum	23
14	Parental Engagement	28
15	Assessment and Reports	31
16	Support for All	33
17	Moving to the Academy and Leaving School	37
18	School Improvements	40
19	Health and Safety	41
20	Useful links	44

1 Welcome
From The Head Teacher

Dear Parent /Carer

Welcome to our school handbook. Whether you are reading this as current or prospective pupils or parents, I hope that you will find something here in this publication which reflects the true nature of the School. Our school motto is "Together we, grow, learn and achieve" and it is our aim to ensure that we provide a safe, happy environment where all learners can enjoy the school experience and be challenged and supported to reach their full potential. We believe that our aims are best met when parents, teachers and the local community work together to provide an enjoyable, challenging and relevant education for all our young people. We are fortunate to have an excellent range of facilities across our 2-18 campus and we welcome new and prospective parents to come and experience all Wallace Hall has to offer first hand.

We are extremely pleased by the achievements of the school over the past few years, which has seen us regularly placed in the top flight of state schools in Scotland. Currently, in line with the Education Bill and the National Improvement Framework we are focussed on improving the education and life chances of our children and young people, closing the unacceptable gap in attainment between the least and most disadvantaged children and raising attainment for all. To enable us to do so, we have a clear focus on improving literacy, numeracy, health and wellbeing, whilst ensuring that pupils are gaining the appropriate skills for life, learning and work. Working together, we strive to meet the priorities of Dumfries and Galloway Education Services Annual Plan which are to give our pupils the best possible start in life, protect the most vulnerable pupils and thus achieve our overarching goal of ensuring that all our pupils achieve a positive and sustained destination upon leaving school.

I hope you enjoy reading our handbook and we also have a school website which contains additional information and which is updated regularly. This can be accessed on www.wallacehall.co.uk and if you have any other questions please do not hesitate to contact us via the school office.

I look forward to meeting you at some point in the future.

Barry Graham
Head Teacher

2 School Aims and Vision

To provide a safe, happy environment where all learners can enjoy the school experience and can be challenged and encouraged to reach their full potential.

Our motto is: Together we grow, learn and achieve

Our vision statement is: To provide a safe, happy environment where all learners can enjoy the school experience and can be challenged and encouraged to reach their full potential.

Value: What a community or group judge to be important

We judge these to be of great importance:

- The ability to be honest and show integrity
- Kindness and compassion to others
- Wisdom and understanding of others
- Fairness

Aims: What we try to achieve

Our key aims are:

- Equipping all learners with the skills for life, learning and work in modern society
- Developing and supporting all learners to meet their needs
- Recognising and celebrating the success, skills and talents of all learners
- Pursuing excellence and being at the forefront of educational innovation to ensure the learners meet the challenges of an ever changing world
- Nurturing a strong sense of community and preparing our pupils for the responsibilities and obligations of citizenship
- Achieving the highest possible academic success for all learners, according to their ability
- Promoting health, physical and mental well-being by nurturing an active life style
- Ensuring that all learners achieve success in literacy and numeracy

Attributes:

- A quality or feature being developed by someone in our school community

We encourage these qualities in our learners:

- Respect for themselves and others
- Confidence to meet challenges
- Hard work and effort
- Determination to try their best
- Ability to work in a team
- Resilience to overcome setbacks
- Courage to see things through and overcome difficulties
- Loyalty to personal values and values of the school

3 School Ethos

TOGETHER WE GROW,

LEARN AND ACHIEVE

Competencies:

The behaviours that individuals in our community should strive to develop if they are going to thrive in the 21st Century

We believe that to thrive in the 21st Century our learners should develop these skills:

They should be able to **communicate** clearly and express thoughts, ideas and feelings

They should be able to show **compassion** and understanding of others' feelings

They should be able to work constructively in **collaboration** with others

They should be able to think **critically**, analysing information and ideas to form reasoned judgements and views

They should be **creative**, trying to generate and express new ideas

They should show **composure**, remaining calm and reasonable

They should show a sense of **citizenship** and contribute responsibly to their community

They should always be **curious**, asking questions and exploring

4 School Information

Head Teacher: Mr Barry Graham

School Address:

Station Road
Thornhill
Dumfriesshire
DG3 5DS

Telephone No:
Academy: 01848 332120
Primary and Nursery: 01848 332140

School email:
Academy: gw08officewallace@ea.dumgal.sch.uk
Primary: gw08officewallacehal@ea.dumga.sch.uk

Denominational Status: Non-denominational

Parent Council Chairperson: Mrs Louise Cochran

Parent Council Email:
wallacehallparentcouncil@gmail.com

Parental Involvement Information:
https://www.dumgal.gov.uk/schools

Parentzone Scotland
https://education.gov.scot/parentzone

School Roll
Nursery: 38
Primary 1–7: 174
Secondary: 513

Communicating with home

Website: www.wallacehall.co.uk

Facebook:
https://www.facebook.com/WallaceHallAcademy/

Twitter: https://twitter.com/WallaceHallSch

Instagram: @wallacehallsch

Groupcall: we text information out to parents using the groupcall system, this includes absence messages, severe weather updates and trip reminders.

Email: We email out letters and other information such as authority updates, exam information and study support schedules.

5 Staff Information

Head Teacher 2-18 School
Mr Barry Graham

Primary School Staff

Acting Depute Head Teacher
Mrs Anna Meredith (Nursery/P1-P3)

Depute Head Teacher
Mrs Sarah McDiarmid (P4-P7)

School Support Manager 2-18 School
Mrs Diane Jarvie

N Mrs Lynn Smith
P1 Miss Makala Purves
P2 Mrs Caroline Young
P3 Mrs Sarah Hannah (Mon-Tues)
Mrs Rachel Henderson (Wed-Fri)
P4 Mrs Suzanne Renwick (Mon-Wed)
Mrs Ellie Nelson (Thurs-Fri)
P5 Miss Claire Marchbank (Mon,Tues,Thurs,Fri)
Miss Tracey Milligan (Wed)
P6 Miss Nicola Robertson
P7 Mrs Penny Graham (Mon - Thurs)
Mrs Denise Johnston (Fri)

RICCT
Mrs Ellie Nelson
Mrs Denise Johnston

Learning Support Teacher
Mrs Fiona Campbell
Mrs Pat Tipping

PE Specialist
Mr Bob Law (P.E.)

Nursery Nurse
Miss Laura Weir
Miss Suzie McGinley
Mrs Della Frame

Early Years Support Assistant
Mrs Wilma Marchbank

Learning Assistants
Miss Margaret Blackadder
Mrs Heather Harkness
Miss Claire Ritchie
Ms Janet Gray

Playground Supervisor
Miss Jen Graham

Janitor
Mr Jim Wood

Crossing Patrol Officers
Mrs Helen Reid
Mr Thomas Hill

Academy School Staff

Depute Head Teacher
Mr John Blair

Acting Depute Head Teacher
Mr Euan Mack

Principal Teachers of Pupil Support
Mrs Kerry Fraser (Cairn)
Mrs Natalie Flint (Nith)
Mrs Laura Mack (Scaur)

Principal Teacher Additional Support for Learning
Mrs Aileen Marchant

Office Staff 2-18 School
Office Manager: Mrs Alice Bainbridge

Mrs Alison Anderson
Miss Jen Graham
Miss Emelye Kerr
Mrs Jillian Maxwell (Primary)
Mrs Kathleen Waugh

Library Assistant
Mrs Caroline Menzies

PEF Admin Officer
Mrs Anne Marie Wood

Technicians
Mrs Sarah Dalgliesh (Science/Whole School)
Mr Eric Dunbar (ICT/Whole School)
Mr David Simpson (Design & Tech/Art/Whole School)

Cook-In-Charge 2-18 School
Mrs Alison Kennedy

School Lets Officer
Miss Emelye Kerr

Careers Officer
Mrs Peigi Brough

Janitors
Mr Jim Murdoch
Mr Robert Patterson

Head Cleaner 2-18 School
Mrs Carron Oram

Learning Assistants
Mrs Jane Chalmers
Mrs Senga Halliday
Mrs Hazel Harvey
Mrs Lynne Kennedy
Mrs Laura McAulay
Mrs Val McNeil
Mrs Lynn Pirrie
Mrs Shona Robertson
Mrs Gail Sims
Mr Gordon Scott
Mrs Theresa Taylor-Burn

ENGLISH, MODERN LANGUAGES, LITERACY
Principal Teacher: Mrs Jane McMillan

English
Mrs Jane McMillan
Ms Jane Carson
Mr Jamie Pape
Miss Katy Brown
Mrs Lauren Robertson

Modern Languages
Mrs Kavi Linh
Mrs Elaine Bruce
Mrs Jane McMillan

MATHS
Principal Teacher: Mr Peter Adair

Mathematics
Mr Peter Adair
Mrs Carol Cannon
Mrs Carol Graham
Mrs Elaine Bruce
Mr John Blair

DRAMA, MUSIC, ART
Principal Teacher: Mrs Vickie Simpson

Art
Mrs Vickie Simpson
Mrs Jozien Black

Drama
Mrs Gerry Griffin

Music
Mr Nick Riley

DESIGN AND TECHNOLOGY
Principal Teacher: Mr Neil Corrigan

Mr Neil Corrigan
Mr James Lees
Mr Martin McKenna

BIOLOGY, CHEMISTRY, PHYSICS
Principal Teacher: Dr Ray Fulton

Biology
Mrs Natalie Flint
Mrs Kerry Simpson
Mrs Andrea Weir

Chemistry
Mrs Laura Mack
Mrs Joanne Hunter

Physics
Dr Ray Fulton
Mr Sean Dawson

PE, HE, HEALTH & WELLBEING
Acting Principal Teachers: Mr Jack Steele
Mr Steven Rae

Physical Education
Mr Euan Mack
Mr Steven Rae
Mr Jack Steele
Mr Euan Laverty

Home Economics
Miss Sam Barrick

GEOGRAPHY, HISTORY, MODERN STUDIES & RELIGIOUS EDUCATION
Principal Teacher: Miss Emma Stuart

Geography
Mr Neil Miller

History and Modern Studies
Mr Alan Harley
Mr Adam Torbett
Miss Emma Stuart
Mr Barry Graham

Religious Education
Mr Glyn Wilson

Business Education
Principal Teacher: Mr Grahame Arrowsmith

Mr Grahame Arrowsmith
Mrs Kerry Fraser
Mrs Finlay Park (Probationer)
Mrs Catriona True (Probationer)

6 Contact Us

If you need to find out something

Our Office Staff are your first point of contact. They will be pleased to deal with any enquiry you wish to make regarding your child and put you in touch with the relevant member of staff.

If you have concerns

If you have concerns about your child/ren in the Secondary your initial contact would be the Principal Teacher Pupil Support (PT PS) in charge of their House group. This may then be passed to the relevant Depute Head Teacher (DHT) to deal with or possibly to the Head Teacher depending on the nature of your concern.
In the Primary or Nursery your initial contact is one of the Depute Head Teachers.

Barry Graham
Head Teacher

John Blair
Depute Head Teacher

Euan Mack
Acting Depute Head Teacher

Anna Meredith
Acting Depute Head Teacher

Sarah McDiarmid
Depute Head Teacher

Kerry Fraser
PT Pupil Support

Laura Mack
PT Pupil Support

Natalie Flint
Acting PT Pupil Support

If you have a complaint

Education Services operate within the complaints handling procedures for Dumfries and Galloway Council. Information on this can be found at http://www.dumgal.gov.uk/article/15382/Complaints-procedure

Education Services aims for enquiries, concerns and complaints to be dealt with at as local a level as possible, where possible at individual school level. Individual schools are supported to ensure that matters of complaint are recorded, acknowledged and responded to within normal complaints handling timescales, normally response within 10 working days. Normally issues arising at a school level should be brought to the attention of the class teacher and senior school staff, such as Head or Depute Head Teachers as appropriate. Further support and advice can be provided to individual complainants or teaching staff through contacting either the complaints handler within Education Services or to the Council's Corporate Complaints Unit.

7 The School Day

Nursery Sessions

Morning Session
Drop off 8.45 – 9 am
Pick Up 11.40 – 11.55

Afternoon Session
Drop off 12.15 – 12.30
Pick Up 3.10 – 3.25

Back to Back Session 8.45am - 3.05pm

Primary School Day

School Starts	9.10am
Morning Interval	10.45am – 11.00am
Lunchtime	12.25pm – 1.10pm School
Closes	3.10pm

There is no afternoon interval.

Intervals

The morning interval is from 10.45am until 11.00am. We promote a healthy snack ethos in Wallace Hall Primary School and parents/carers are asked to co-operate by sending their children with healthy snacks/packed lunches as we are a health promoting school.

Our playground supervisor has responsibility for supervising the children during this time and at lunch breaks although ultimate responsibility for discipline remains with the teaching staff. Our Learning Assistants along with Office Staff will be responsible for dealing with accidents/injuries.

Weather permitting, children are expected to spend most of the intervals outdoors and parents should ensure that each child comes to school suitably dressed for the prevailing weather conditions. On very wet days, pupils are allowed to stay in their classrooms and are expected to play quietly and sensibly. P7 pupils help with younger children during wet playtimes.

Playground Buddies from the P6 and P7 classes help in the playground and are easily recognised in their fluorescent bibs.

Weekly assemblies take place on a Friday morning. These can be class led on a subject they have been learning about in class. Visiting speakers are also invited. Pupils are presented with merit badges and achievement certificates in recognition of their efforts during the week.

Academy School Day

Our day in the Academy starts with registration or assembly at 9.15am and finishes at 3.45pm.

A sample day from a typical timetable shows how our day is organised.

Timings of our school day are as follows:

Monday	
Registration/Assembly	9.15 - 10.00
Period 1	10.00 - 10.46
Breaktime	10.46 - 11.01
Period 2	11.01 - 11.47
Period 3	11.47 - 12.34
Period 4	12.34 - 1.20
Lunchtime	1.20 - 2.10
Period 5	2.05 – 2.55
Period 6	2.55 - 3.45
Tuesday-Friday	
Registration/Assembly	9.15 - 9.25
Period 1	9.25 - 10.18
Period 2	10.18 - 11.11
Breaktime	11.11 - 11.26
Period 3	11.26 - 12.19
Period 4	12.19 - 1.12
Lunchtime	1.12 - 2.04
Period 5	1.59 – 2.52
Period 6	2.52 - 3.45

Our school is a community and so morning assembly, where we can come together, is an important part of our day. House assemblies are held on a Monday morning.

A number of individual year group assemblies will also take place throughout the year. These assemblies will utilise the expertise of a wide range of outside speakers to enhance the social education programme. There are a variety of contributors to morning assemblies including:-

- Senior Management Team
- Pupil Support Staff
- School Ministers
- Various school departments
- Different outside agencies

8 School Uniform

Primary School Uniform/Dress Policy

All Dumfries and Galloway schools must have a dress code which encourages pupils to dress in a way appropriate to attendance at school. This code must not lead to direct or indirect discrimination on the grounds of race, religion, gender, or disability. Prior to drawing up the dress code, parents, pupils and staff should be fully consulted and it is the expectation of Education Services that parents will be supportive of the dress code.

The basic colours for Wallace Hall Primary are grey and navy blue. The school sweatshirts which are navy blue with a green logo can be purchased from the school office. The sweatshirts cost £8. They are comfortable and practical and provide a sense of belonging for the pupils both in school and on outings. In addition, we have turquoise polo shirts which also have the school badge and cost £7.50. Each child should also have a 'paint shirt' (an old shirt or overall with sleeves is ideal) to be worn when any art work or messy activity is going on in class.

The children will also need a full P.E. kit which should include:

- Shorts
- T-shirts (no football tops)
- Plimsolls or trainers are both acceptable however trainers do offer much more support and grip
- Weather permitting we will be outside as much as possible so if they choose to they can also bring a tracksuit top and/or bottoms (for outside use only)

We would appreciate if all items of clothing and footwear could be clearly marked with the child's name. In the younger classes gym shoes should be velcro or elasticated.

Academy School Uniform/Dress Code

We see our school dress code as encouraging a sense of pride in our school. At meetings with parents in the past we have found that most of you are also in favour of your children conforming to our dress code.

We stress the importance of our school dress code because it shows you are with us and encourages a sense of identity with our school.

The basic school wear is:

- White Shirt
- School tie
- Black v-neck jumper/cardigan (must be able to see the tie)
- Black trousers, knee length skirt or dress shorts (no denims or jeans)
- Black coloured footwear

Clothing which is unacceptable in school under any circumstances would include items which:

- Could potentially encourage factions (e.g. football colours)
- Could cause offence (e.g. anti-religious or political slogans)
- Could cause health and safety difficulties such as loose fitting clothing, dangling earrings
- Are of flammable materials which may be a danger in certain classes
- Could cause damage to floors
- Carry advertising, in particular for alcohol or tobacco
- Could be used to inflict damage on other pupils

Please also note that jeans/denim should not be worn at school unless during a designated 'dress down day'.

School Clothing grants

The award of clothing grants is to assist with the cost of school clothing for families who are on a qualifying benefit or on low income. The current award is £134 per child. Guidance and more information is available http://www.dumgal.gov.uk/article/15246/Schoolclothing-grants

While it would not normally be the policy of the authority to exclude a pupil from school solely based on his/her dress, persistent refusal to respond to a reasonable dress code could be deemed to be a challenge to the headteacher's authority and thus be detrimental to the well-being of the whole school community. In such circumstances, a headteacher could justify the use of the school disciplinary procedures.

Education and Learning Directorate are committed to supporting families through their Anti Poverty Strategy – details of which can be found at https://www.dumgal.gov.uk/tacklingpoverty

Schools should also make parents aware of the School
Uniform Bank Project. Donation and Collection information can be found at https://www.dumgal.gov.uk/article/15246/School-clothing-grants on School Uniform pdf.

9 School Meals

School Meals

For several years Dumfries and Galloway Council's school meal service has taken steps to improve the nutritional quality of school meals.

This has been influenced by the introduction of both "Hungry for Success" and "The Schools' (Health Promotion and Nutrition) (Scotland) Act 2007" which:

- Places health promotion at the heart of school activities
- Ensures that food and drink
- served in schools meets nutritional requirements
- Ensures local authorities promote the uptake and benefits of school meals and, in particular, free school meals

This has resulted in a service which provides and promotes healthy food choices with a restriction of certain foods high in fat, salt and sugar.

Dumfries and Galloway Council's current uptake of school meals is at a six year high, we would like to thank you for your continued support in encouraging your child to have a school lunch.

For more information call on 030 3333 3000 and ask for DGFirst, Facilities Management (catering)

Free School Meals

Free school meals are available to support families who live and attend a school in Dumfries and Galloway and who are in receipt of qualifying benefits. All Primary 1, Primary 2 and Primary 3 pupils currently receive free school meals. Any questions about Free School Meals can be directed to the Pupil/Parent Support Unit (See Section 16) or http://www.dumgal.gov.uk/schoolmeals

Lunch in the Primary

The Wallace Hall school kitchen provides a two-course set meal at a fixed price (£1.95). Food is eaten in the dining area and younger children are taken there early to ensure they are settled safely. Pupils are offered a standard set meal or a milk bar option. Each morning a catering assistant will go around classes and collect orders and money. The catering staff and DHTs are responsible for supervision and they try to ensure that children make sensible choices.

Children who bring packed lunches share the dining area. For safety reasons the carrying of glass drinking containers is not recommended. Pupils deposit their packed lunch boxes in the classrooms before going out to play. Lunch boxes can get lost or forgotten. Please label them with your child's name. Children are not allowed out of the school premises during the lunch break unless they are going home for lunch or by prior arrangements with the school office.

Lunch in the Secondary

Students joining the school will apply for a card by contacting the School Office.

A daily "upper spend limit" of £5 prevents all the money on the card being spent in one day. You may request an alternative daily spend limit. A minimum of £2 will be required to purchase a two-course meal.

For the first few weeks, 1st year pupils are sent for lunch five minutes before the other years so that they are the first to be served each day.

The Dining Hall is also open at morning interval for filled rolls, hot drinks etc. as part of the catering service. It provides a warm sheltered area particularly in winter months.

Students on free meals have the same card and can be assured anonymity. Cash or cheques can be loaded onto the account, for additional purchases.

For more information www.ipayimpact.co.uk

10 School Transport

School Transport

Who is entitled to school transport?

The Education Authority has a statutory obligation to provide transport for:

- Pupils who live 2 miles away from their catchment school if they are under 8 years old
- Pupils who live 3 miles away from their catchment school if they are 8 years and over
- Roman Catholic children attending the denominational school for their address and live above the statutory distances from that school

Should you wish to exercise your right to send your child/children to a school other than your catchment school, you must provide the necessary transport.

There is no charge to pupils entitled to free school transport. Pupils and parents are informed of the travel arrangements at the beginning of the session. Bus passes are issued during the first few days of the session.

Pupils living less than 3 miles from school may be allowed to travel on contract transport if seats are available.

Pupil behaviour on school transport is generally very good. A Depute Head Teacher works very closely with the bus companies to ensure that any problems with behaviour are quickly re-solved. Our senior pupils help by monitoring the behaviour of younger pupils on buses.

How do I find out if my child will receive school transport?

When school transport is required for a pupil, the school will contact the Parent/Pupil Support Unit. If your child is eligible, details of the transport arrangements will be communicated to you in time for the new academic year. You can check whether your child is entitled to school transport using 'Find My Nearest' on the Council's website
http://www.dumgal.gov.uk/article/15086/Find-my-nearest

Any alterations to transport arrangements that occur during the school year will be communicated by the Authority prior to any changes being made. If school bus passes are required these are issued at school.

There is a Policy on School Transport and a Guide for Parents, and also Guidance for transport of children and young people with Additional Support Needs. These are available from your school or on the Council's website or from the Pupil/Parent Support Unit (see Section 16)
http://www.dumgal.gov.uk/ article/16163/Additional-support-for-learning

11 Positive Behaviour and Celebrating Success

Positive Behaviour and Celebrating Success in the Primary

We believe that successful discipline must involve pupils, staff and parents/carers together. Minor incidents of challenging behaviour will be monitored and dealt with in school and, as far as possible a positive approach will be taken. Where unacceptable behaviour persists, the school will contact the parents/carers in an attempt to find alternative solutions. We hope to encourage a sense of self-discipline whereby children take responsibility for their own actions and school rules are visibly displayed to support this.

To foster positive behaviour we try to ensure that the school provides a welcoming environment for all. We listen to the views of pupils and parents and try to involve everyone in decision- making.

Primary School Rules

Common sense is our guiding principle but to ensure the efficient running of the school and the health and safety of the pupils, the following rules have been discussed and agreed and are on display throughout the school.

- Be respectful
- Be kind and helpful
- Be honest
- Be a good listener
- Be a hard worker
- Be all you can

On dry days the hall and all classrooms are out of bounds during intervals.

- Any playground problems should be reported to the Playground Supervisor, House Captains or Playground Buddies.
- During intervals computers are not permitted to be used by pupils. Food and drink should not be consumed beside any piece of computer equipment.
- When the bell rings in the playground to signal the beginning of the school day, the end of morning interval or the end of lunchtime interval, all children should bring toys back to the toy boxes promptly and line up in their House groups outside their classroom door.

Rewards

Each class within the Primary school operates a reward system which is usually agreed upon with the children at the beginning of a new session. The main reward for respecting class and school rules is Golden Time. Children can earn up to 45 minutes of Golden Time each week which usually takes place on a Friday afternoon. A range of activities are offered during Golden Time by P7 Golden Time Leaders and children can choose which activity they would like to do, for a block of time each term.

Children can also be awarded house points, certificates, badges and stickers for specific achievements.

We hold a whole school assembly each Friday morning. This is an opportunity to celebrate the achievement of pupils through the presentation of certificates and awards. Typically these would include certificates for recognising achievement in particular curricular areas such as reading and for showing personal attributes such as enthusiasm, teamwork and a positive attitude.

In addition pupils can earn House Points for both positive attitude and good work; weekly totals are also announced at assembly. Pupils in the winning House get an extra 5 minutes playtime the following week.

We also want to recognise achievement out with school, and encourage pupils to bring in awards that they have received through their other interests. Music and dance exam success, Brownie/Guides or Cubs/Scouts badges earned, sporting trophies won – these are all events that we would like to share with the whole school.

At the end of the session we also award a great many trophies to pupils who have excelled in their studies, sports and in citizenship over the year. It is a tribute to our pupils that we always have a number of pupils who deserve recognition and often award joint winners.

Playground Supervision

We have one Playground Supervisor in the Primary who is on duty before school (from 8.40am). During morning interval and lunchtime a learning Learning Assistant is also on duty in the playground. Please be aware that the school gate will open at 8.40am for pupils to gain entry to the playground. They organise equipment for the children, encourage friendship and co-operation in play, and deal with any accidents and incidents of misbehaviour in the playground.

Positive Behaviour and Celebrating Success in the Academy

The Academy's aim of being an effective learning environment; a caring community; a place where people have self-respect; and have respect for others can only be achieved within a framework of good discipline. The basis of a discipline system is laid in the classroom where teaching staff set clear standards of work, punctuality and politeness. Staff also seek to establish an atmosphere of mutual respect in which teachers and pupils can achieve their common aims. A structured discipline system is used to discourage misbehaviour and keep parents informed. Good work and good behaviour is also recognised and praised both in classes and by prizes and awards for each year group.

Pupils are expected to behave at all times in a socially acceptable manner. This involves self-discipline and consideration for others. A number of sanctions may be applied by staff across the school in accordance with the school's Positive Behaviour Policy.

Pupils who misbehave consistently or who take part in a serious breach of the agreed school code will be referred by the class teacher. Principal Teachers will deal with these incidents by issuing detentions or contacting parents and possibly referring on further to the appropriate member of SMT.

House Points are awarded where pupils have earned them and demerits are also given to pupils when their effort or behaviour have been below expected standards.

Discipline at Wallace Hall Academy is extremely good due to clear guidelines, high expectations and a good ethos of learning. We believe, and value highly, our teacher – pupil interaction and positive relationships.

Persistent misbehaviour will be referred to the Depute Head Teacher or Head Teacher and may result in:

- Interview with parent
- Introduction of a personalised behaviour support system
- Referral to Behaviour Support
- Exclusion procedures

Repeated misbehaviour will incur increasingly severe sanctions; however a serious incident is likely to incur an immediate severe penalty. Any serious incidents will be referred to the Depute Head Teacher/Head Teacher and logged and the police may be called if appropriate. Serious incidents could include violence towards pupils or staff, vandalism, theft or continued refusal to comply with instructions from a member of staff. Where a situation is potentially harmful or dangerous, appropriate action will be taken to protect the child and others. We are pleased to say that at Wallace Hall Primary we would expect these to be extremely rare occurrences.

12 The Curriculum

Curriculum for Excellence

Curriculum for Excellence (CfE) is bringing learning to life in the way education is delivered for all 2-18 year olds – in nursery, primary, secondary, at college, workplace or community learning. It takes a fresh approach to what, how and where young people learn. It aims to raise standards, improve knowledge and develop skills, closing the gap between the lowest and highest performers. Ultimately it aims to nurture young people as successful learners, confident individuals, effective contributors and responsible citizens.

How does Curriculum for Excellence work?

- The 'learner journey' will be joined up from 2-18 to avoid gaps and overlaps in learning and to make the most of achievements outside school.
- Learners will work at a pace that suits, with enough challenge and support to stretch them.
- Lessons will be more engaging, inspiring and relevant to everyday life.
- Teachers will make connections between subjects, helping children make sense of the world.
- Children will learn how to learn and how to use their learning, not just memorise information to pass tests. This will help them adapt in an uncertain future with the ability.
- Children will learn how to think for themselves, make sound judgements, challenge, enquire and find solutions.

Curriculum for Excellence

Curriculum for Excellence is now embedded across Scotland for all 3-18 year olds – wherever they learn. It aims to raise standards, prepare our children for a future they do not yet know and equip them for jobs of tomorrow in a fast changing world.

Curriculum for Excellence enables professionals to teach subjects creatively, to work together across the school and with other schools, to share best practice and explore learning together. Glow, Scotland's unique, world-leading, online network supports learners and teachers in this and plans are already in place for parents across the country to have access to Glow (glowscotland.org.uk).

Teachers and practitioners will share information to plan a child's 'learning journey' from 2-18, helping their progression from nursery to primary, primary to secondary and beyond, ensuring the change is smooth. They'll ensure children continue to work at a pace they can cope with and with challenge they can thrive on. Curriculum for Excellence balances the importance of knowledge and skills.

Every child is entitled to a broad and deep general education, whatever their level and ability. Every single teacher and practitioner will be responsible for literacy and numeracy – the language and numbers skills that unlock other subjects and are vital to everyday life.

It develops skills for learning, life and work to help young people go on to further study, secure work and navigate life. It brings real life into the classroom, making learning relevant and helps young people apply lessons to their life beyond the classroom. It links knowledge in one subject area to another helping children understand the world and make connections. It develops skills so that children can think for themselves, make sound judgements, challenge, enquire and find solutions.

There are new ways of assessing progress and ensuring children achieve their potential. National qualifications are now fully embedded to take account of and support the new approaches to learning and teaching.

There is personal support to help young people fulfil their potential and make the most of their opportunities with additional support wherever that's needed. There is an emphasis by all staff on looking after our children's health and wellbeing – to ensure that the school is a place where children feel safe and secure.

Ultimately, Curriculum for Excellence aims is to improve our children's life chances, to nurture successful learners, confident individuals, effective contributors, and responsible citizens, building on Scotland's reputation for great education.

More information can be found at www.sqa.org.uk/sqa/41292.

Pre School Education

We are very lucky to have our own ELC. This was opened in August 2010. Three year olds are entitled to funding from the beginning of the term following their third birthday. Children whose fourth birthday falls between 1st March and 28th February will be entitled to funding from the August between these two dates. Enrolment dates and times are advertised in the local press but generally these take place in March.
You will be sent a letter notifying you of the sessions being offered to your child and a timetable of introductory visits. The ELC has a separate handbook which will be issued to parents prior to them starting.

Wallace Hall ELC provision is in the form of a secure classroom with an indoor and outdoor area for play directly attached to the main primary school.

Our ELC aims:

- To provide a happy, secure, well-ordered and stimulating environment for all the children.
- To encourage the emotional, social, physical, creative and intellectual development of the children.
- To encourage positive attitudes to self and others – developing confidence and self-esteem.
- To encourage pupils to have a caring attitude towards each other and to develop a sense of responsibility and social awareness towards the community.
- To create opportunities for children to learn through play.
- To encourage children to explore the world, stimulate their interest and imagination and to encourage an enquiring mind.
- To ensure there is challenge and enjoyment, progression, depth, breadth, relevance, coherence, personalisation and choice for all young learners.
- To foster supportive and effective home and nursery links.

Children develop a feeling of security and confidence when they know that parents/carers and teachers are working together. We look forward to working with your family to make your child's time at Wallace Hall ELC rewarding and to ensure a smooth transition into primary one.

Morning Session 8.45am – 11.55am **Afternoon Session** 12.15pm – 3.25pm
Back to Back Session 8.45am - 3.05pm

Should you have any questions, please contact us on 01848 332120.

Primary Subject Information

The curricular areas are organised as follows:

- Expressive arts
- Health and wellbeing
- Languages
- Mathematics
- Religious and moral education
- Sciences
- Social studies
- Technologies

English Language

Language is about communication. Through language, the child can receive knowledge and acquire skills, explore feelings and relationships and convey meaning. Language permeates the whole curriculum. We aim to encourage each child to develop skills so that language may be used effectively for understanding, communication and pleasure through – listening, talking, reading and writing.

French Language

This is taught formally from Nursery to P7 in line with the National expectations. French is continued at Wallace Hall Academy.

Mathematics and Numeracy

The aim of the Mathematics curriculum is to develop a positive and confident attitude towards mathematics and numeracy. Pupils should also be aware that this is not an abstract subject and is relevant to everyday life.

Mathematics includes the process of problem

solving and enquiry, the main areas of mathematical investigation are:

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

From P1-P7 Big Maths, Teejay Maths and Scottish Heinemann Maths are used as the core resources through which mathematical learning will take place. A variety of other resources which encourage engaged learning, developing strategies for learning, problem solving, investigation and reflection on what is being / has been learned are also incorporated within lessons. The pupils are encouraged to learn through activity and investigation. However, each child will have a different rate of progress and so mathematical concepts are continually being reinforced and practised. Calculators and computers are used to support and develop mathematical skills.

Social Studies

Through Social Studies the children will develop their understanding of the world by learning about other people and their values, in different times, places and circumstances, and how their environment has been shaped. They will also engage in entrepreneurial activities which stimulate an enterprising attitude.

Science

Through, Science, the pupils will develop their interest in, and understanding of, the living, material and physical world. They will engage in a wide range of collaborative investigative tasks, which allows them to develop important skills to become creative and enterprising adults.

Technologies

Technologies are connected with all other areas of the curriculum and will allow children opportunities to extend and apply specialist knowledge, be creative designers and broaden and develop their understanding of ICT and its role in the world.

Religious and Moral Education

Religious and Moral Education is part of ongoing class work and project work. In addition, a weekly reflection time in the form of a short assembly is held in school each Friday morning. Emphasis is placed on the eight 'Cs' (see page 6) as part of the children's personal and social development.

The RME curriculum is predominately Christian but children also study other world religions to help support the development of tolerance and understanding and to highlight the importance of support in other cultures. Parents who do not wish their children to be actively involved in Christian observance should discuss this with the Depute Head Teacher/Head Teacher.

Expressive Arts

Expressive arts activities include music, art and drama, which allow the children to explore their feelings and express their own ideas as well as learn skills and techniques. Class teachers devise activities, which allow each child to explore and develop his/her creative potential and provide skills and experiences to support the work of the classroom.

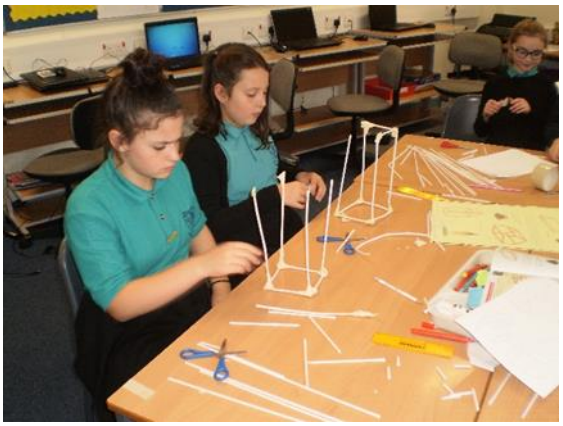
Health and Well Being

We aim to provide the children with the experiences and information to make informed choices in their lives. The Health programme explores physical health, emotional health and social health, food and health, relationships and sexual health. A programme of progressive awareness is built up from P1 – P7. Physical Education is now an integral part of this curricular area. It develops functional and expressive movement and an appreciation of healthy living and physical fitness. Dance is also a feature of the Physical Education curriculum.

Personal and Social Development is an important part of the Health and Wellbeing curriculum. Through this, we make every attempt to provide a caring atmosphere in the school and encourage the children to develop a sense of individual and corporate responsibility. We aim to develop positive attitudes, inter-personal skills, high self-esteem and encourage all children to be confident and independent learners through the use of appropriate praise and celebration of achievement.

Interdisciplinary Learning

As well as learning through discrete subjects the pupils will learn through contexts. This gives them the opportunity to make connections between different areas of learning. It is based around groupings of experiences and outcomes from within and across curriculum areas. Interdisciplinary learning provides the pupils with relevant, challenging and enjoyable learning experiences and stimulating contexts to meet the varied needs of children and young people.



Academy Subject Information

Wallace Hall Academy offers a variety of subjects and levels of study from S1 to S6. All courses are well planned and delivered in an engaging and stimulating manner for pupils to ensure high quality learning experiences.

Curriculum for S1- S3

Moving from Primary to Secondary School is a major and exciting step for any youngster. We are always pleasantly surprised at how quickly they settle in at Wallace Hall Academy. They obviously enjoy the challenge of the new subjects and quickly get used to having a variety of teachers. We have well established links with our school cluster leading to the final three induction days in June.

Pupils continue to undertake what is known as the Broad General Education (BGE) in their first three years at secondary school. This is then followed by the Senior Phase in years four to six where pupils will sit their National Qualifications. In the BGE pupils follow a common course in S1 and S2. In S3 pupils are able to make some personalisation and choice in the subjects which they wish to study.

The various subjects and their time allocations are illustrated here. Taken together these subjects give our common course in S1 and S2. Almost all S1 pupils should have completed the Outcomes and Experiences for Level 3 by the end of S1. Some subjects in S1 are taught in rotation e.g. a class may be taught Home Economics 2 periods per week for half the year and then change to Art & Design. Over the year each of those subjects will average 1 period per week.

Classes in S1 and S2 are arranged in mixed ability groupings in all subjects except for Mathematics. In Mathematics pupils are set into classes according to their ability in the subject.

Additional Support for Learning is used to help youngsters to access the curriculum more readily.

An overview of our curriculum is given in the table below, highlighting the number of subjects studied in each year

S1 and S2	**Period Allocation**
English	4
Mathematics	4
Science	4
Modern Languages	3
PE	3
Technology	2
Modern Studies	1
History	1
Geography	1
Home Economics	2 periods on rotation
Music	1
Drama	1
Art and Design	1
ICT	1
RME	1
Elective	1
Social Education	1
Total	31

YEAR	**CfE COURSE**
S1	**16 COURSES** + Elective
S2	**16 COURSES** + Elective
S3	**11 Courses** + Elective
S4	**Maths + English + 5 Free Choice** + Electives
S5	**5 COURSES** Free choice + Elective
S6	**4 or 5 COURSES** Free choice + Elective

Curriculum for S4-S6

At the end of S3, pupils may make a selection of SQA subjects to study. The courses they choose to study will depend on the pupil's ability and interest in the subjects as well as their possible future career choice. Advice and guidance will be provided to ensure that pupils choose a well- balanced curriculum, which will take possible future career choices into consideration. Each pupil will be carefully guided in their subject choice by their Pupil Support Teacher and parents will be consulted at all stages. Parents have the opportunity to discuss options with subject teachers at the S3 Parents' Evening. The final choice will be confirmed in writing to parents. Most pupils will study 7 SQA subjects; English, Maths and 5 other subjects.

Each student is guided in this choice by their Pupil Support Teacher. The final choice is confirmed at a meeting with student, and their Pupil Support Teacher or a member of the Senior Management Team. Students undergo a similar process in their move from S5 to S6. Parents are able to come into school for consultation if they wish. All parents receive an options form to consider and sign when agreed.

Courses likely to be on offer to S5 and S6 for session 2018/19 are shown on the next page.

In S5, students will take 5 courses of study at levels appropriate to their ability. This will account for 25 periods of study per week. The remaining 5 periods per week are devoted to Social Education, Physical Education and modular courses.

In S6, the programme is generally more flexible. Although S6 students still undertake 4 courses of study, a little more time is allowed to develop skills in independent study in preparation for further and higher education.

ADVANCED HIGHER COURSES	HIGHER COURSES	NATIONAL 5 COURSES	NATIONAL 4 COURSES	VOCATIONAL COURSES
Art & Design	Administration & IT	Administration & IT	Administration& IT	Childcare
Biology	Art & Design	Art & Design	Art & Design	Woodwork
Chemistry	Biology	Biology	English	Rural Skills
English	Business Management	Business Management	Mathematics	Forestry
French	Chemistry	Chemistry	Music	College Link Course
Physics	English	English	Physical Education	Sport & Fitness
Graphic Communication	French	French	Modern Studies	
Drama	Geography	Geography	History	
Mathematics	Graphic Communication	Graphic Communication	Geography	
Modern Studies	History	History	Biology	
Music	Mathematics	Hospitality	Physics	
Physical Education	Modern Studies	Mathematics	Chemistry	
Physics	Music	Music	Drama	
Drama	Physical Education	Physical Education	Business Education	
	Physics	Physics		
	Psychology	Rural Skills		
	Drama	Woodwork & Construction Skills		
	Photography	Drama		
		Forestry		

Making Choices

At various points throughout their time at Wallace Hall Academy pupils will be required to select subjects for further study. At these times, support will be given to both pupils and their parents in a variety of ways.

Subject choice information sessions will be held in addition to parents' evenings which will allow further discussion with individual subject staff members. This will allow pupils to make informed choices about which subjects to select. Parents and pupils will be invited to individual option interviews which will give the opportunity to discuss further subject selection; such interviews will be with members of the Senior Management Team or Pupil Support Staff.

Option booklets are updated on an annual basis giving the most relevant information to pupils.

The options process itself will begin in January. Pupils required to make subject choices will have completed the process by the end of March.

Health and Well Being Education

It is our policy to ensure that your son or daughter receives a comprehensive education on all matters relating to their general fitness and physical and emotional well being. Health Education is given at appropriate times during their school careers on topics such as:

- Personal Hygiene care of body and clothing
- Adolescence emotional and physical changes affecting young people
- Healthy Body exercise and good eating habits
- Drug Abuse includes references to alcohol, tobacco, solvents and prohibited and medical drugs.

Health Education is dealt with in many areas of our curriculum e.g. Health and Wellbeing, Home Economics, Science, P.E. as well as by the School Nurse.

13 The Wider Curriculum

Extra-Curricular Activities in the Primary School

These, by their very nature, change from time to time, but it is the aim of the school to encourage the pupils to take part in as many varied activities as possible and would therefore always try to make the school and its resources available to any parents or friends who would like to start a particular club or activity for the pupils.

When possible, we try to incorporate extra-curricular activities into the school day to ensure that children who are unable to attend after school clubs due to travel or child care arrangements have the opportunity to become involved. A wide range of activities is also available during Golden Time.

Some of the activities which have been previously offered include: football, curling, newsletter, computer club, chess, tin whistle group, crafts, knitting, science club, cycling proficiency.

We are always looking for parent volunteers to help support these activities. If you have an interest or hobby that you would like to share with a group of children please contact the school.

The activities for the current session are:

- Cross Country
- Basketball
- Football
- Racquet Sports (P4 – P7)
- Netball
- Boogie Effect
- Accordion Band

Instrument Tuition

Pupils in P5 are invited to play the accordion. Currently some of our pupils play clarinet, flute, saxophone, violin, drums, guitar and bagpipes. Lessons take place with instructors at Wallace Hall Academy. These lessons are out with the school curriculum but are sometimes taken during the school day. Parents can arrange to hire instruments and there is a cost of £200 per session for lessons. Further information can be obtained from the school.

Primary Pupil Council

Made up of elected P7 House Captains from each of the four houses plus a class representative and a depute from each class P1-P6. The Pupil Council meets weekly with Mrs McDiarmid to plan events in the school, make decisions and take forward aspects of their own choice.

Extra-Curricular Activities in the Academy

A wide range of clubs operate in the school mostly at lunchtimes and staff deserve great credit for the time and energy they give to these activities. These clubs encourage pupils to remain in the school surroundings during their lunch break.

The number of clubs varies from year to year but they may include:-

- Badminton
- Concerts
- Baking
- Chess
- Hockey (after school)
- Basketball
- Computer Games (room open at lunchtime)
- Warhammer (after school)
- Football (Girls & Boys)
- Rugby (after school)
- Netball
- Duke of Edinburgh (after school)
- Accordion Band

Pupil Council

The Pupil Council is long established and represents the pupils of the school. The Pupil Council allows elected pupil representatives from S1-S6 to discuss pupils' views and to make suggestions to the Senior Management Team and teaching staff which will benefit the overall school community.

Pupils throughout the school are encouraged to discuss concerns/issues and suggestions with the Pupil Council and their representatives. Pupil Council members use a variety of methods to collect the views of fellow pupils. They speak at assemblies, have a notice board and have

The Pupil Council meet frequently and many topics are discussed, school transport, school uniform and new school rules. The Pupil Council have also worked on other issues including the Tuck Shop and the Breakfast Club. The Pupil Council have worked with many groups, including the Community Council and the Police.

School Trips

These are an integral part of our school programme.

To give a flavour and indicate the range here is a list of some recent and planned trips:

Primary

- P5 Residential to Lockerbie Manor
- P7 Residential to Edinburgh
- Cream O' Galloway
- Tongland Power Station
- Rockcliffe
- Tullie House Museum
- Glasgow Science Centre
- Drumlanrig Castle and Partner Farms

Academy

- S1 Trip to Belmont
- Modern Studies - Scottish Parliament visit
- Alton Towers - Physics
- Chemistry Trips
- S2 curricular trip to Liverpool
- Geography field trip - Drumlanrig/Dalveen Pass
- S1 Science trip to Glasgow Science Centre
- Biology trips to Edinburgh Zoo
- Belgium/France (Battlefields Trip) - History
- Iceland - Geography trip
- Drama/English – Theatre Outings
- Ski Trip
- Watersports Trip to the Ardeche
- Berlin
- National Mining Museum
- London (Expressive Arts)

WHApples Social Enterprise Activity

In January 2013 11 pupil volunteers from S1 through to S5 came together to form a shadow board for a social enterprise. They were joined by three members of the community and three teachers, forming a board of 17. Their first task was learn about the principles of social enterprise (environmentally relevant, profits ploughed back into the enterprise, sound business structure) and then to decide on the focus for this business. What they were clear about from the start was that the pupils were and continue to be equal members of the board with the adult members and take full responsibility for the development of their business. They also decided that their business would continue over time and that the board would be refreshed each year with a new intake of First Years as senior pupils leave school.

The board decided on its project: a community orchard, which would allow whapples to fulfil all the aims of social enterprise and would involve cross-generational work. When the fruits of the orchard can be harvested, in the years to come, the board will oversee the development of products from the fruits, which may include apple juice, chutneys, jams and other such items. To date 100 trees have been planted in the orchard and over 400 hedging plants along with 80 raspberry bushes. This has been undertaken by representatives from every class within Wallace Hall Academy as well as community volunteers, including nursery and primary school pupils from the cluster and other interested tree sponsors. The board is very keen to keep involving a wide sector of the school and the wider community and look forward to taking their business forward. We sourced funding for landscaping of the orchard and work took place during 2017.

Eco Schools

At Wallace Hall Primary School we try our hardest to be as eco-aware and environmentally-friendly as we can. We are actively engaged in the Eco-Schools Scotland programme and currently hold the Green Flag Award for our efforts.

"Eco-Schools is much more than an environmental management system for schools. It is a programme for promoting environmental awareness in a way that links to most, if not all, curricular areas. In particular, many inter-disciplinary themes such as citizenship, education for sustainable development, health education, and social and environmental justice can be tackled through involvement in Eco- Schools" (Eco-Schools Scotland website – http://www.keepscotlandbeautiful. org/sustainable-development-education/ eco-schools/

Wallace Hall Primary School Eco-Committee is comprised of pupils from P1-P7 and various adults from throughout the school. The committee meets on a regular basis and discusses current school eco-issues and areas for development. This group have overall responsibility for co-ordinating and directing the school's eco-development in line with Eco-Schools Scotland guidelines, however pupils throughout all stages are regularly involved in environmental eco-activities.

The Eco-Schools Scotland programme encourages action in ten key areas: Litter, Energy, Health & Wellbeing, Transport, Waste Minimisation, School Grounds, Biodiversity, Water, Sustaining Our World and Food & the Environment. At the beginning of each school year the eco-committee conduct an Environmental Review to assess our school's progress in each of the ten areas. From this an Action Plan is devised, identifying which of the ten areas will be a focus for development within the school year. Finally, targets for action are set which are regularly monitored and reviewed in order to assess progress.

All Eco-Schools information is displayed on a centrally-located board within the primary school, allowing all pupils to keep up to date with progress.

Sustainable development and education is the responsibility of all staff at Wallace Hall Academy; management, teaching, auxiliary and support staff.

In the Academy Sustainable Development is embedded in our School Development Plan. In addition, environmental issues are a standard inclusion within the Pupil Council Agenda. This group meet a few times each term and will be involved in the development, implementation and review of the school's environmental policy. They should recommend action that could be taken to meet the policy's aims and where possible help to implement the action plan. The new restructuring of our Pupil Council means that any information and issues discussed at these meetings will be quickly and easily imparted to all class groups.

Many areas of our curriculum incorporate education for sustainable development. It is perhaps most easily delivered through Geography, the Sciences and Modern Studies. However, as this policy outlines, any other subjects such as Design and Technology, English, Art and Design and Physical Education amongst other subjects can all promote various elements. Our links with Buccleuch Estates helps to promote outdoor education.

Our school community should:

- Develop knowledge and understanding of the natural processes that take place, both within and outside the school environment.
- Understand how life is dependent on the environment.
- Be aware of different environments past and present.
- Understand how past actions and decisions have affected the present environment.
- Know that what we do will affect others in the future.
- Be aware of environmental issues such as pollution, sustainable developments and the destruction of the rainforests.
- Understand that divergent discussion can arise from environmental issues.
- Understand the importance of effective action to protect the environment.

14 Parental Involvement and Engagement

Parent Council and Parent Forum

Every parent who has a child at our school is a member of the Parent Forum. The parent council is a group of parents who have chosen to represent the parent forum. As a member of the Parent Forum, each parent can expect to:

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

The type of things the parent council may get involved in include

- Supporting the work of the school
- Gathering and representing parents' views to the Headteacher, Education Authority and Education Scotland;
- Promoting contact between the school, parents, pupils and the local community
- Fundraising and organising events
- Reporting to the parent forum
- Being involved in the appointment of senior promoted staff

Parents can be directed to http://www.dumgal.gov.uk/article/17608/Parental-Involvement for further information on Parental Involvement and Engagement and support information for Parent Councils. In addition, ALL parent Councils in Dumfries and Galloway have membership to CONNECT. Membership includes Insurance cover and training opportunities.

For more information visit https://connect.scot/

Our Parent Council has been established to encourage a closer link between the school and the parents and to give parents a greater say in the running of our school.

Our present Council Members are:

Louise Cochran - Chairperson

Caroline O'Hara – Vice Chair

Christine Carson - Treasurer

Theresa Taylor-Byrne – Clerk

Ann Andreasen

Mark Blount

Darren Burns

Kerry Fry

Melanie Halliday

Carol Hamilton

Natalie Hare

Jillian Maxwell

Lynn Maxwell

Audrey Murray

Sharon Young

New members are welcomed and encouraged.

Our Parent Council meets twice a term. More information can be found on the school website https://www.wallacehall.co.uk/parentcouncil

Communicating with Home

Ways in which the school communicates with parents are:-

- Text messages
- Social Media
- Parents evenings
- Pupil reports
- Open evenings
- Drop-ins
- Website
- Focus groups

Diary Notes

All pupils in the Primary are provided with a home- school diary/reading record at the start of the year, which provides a useful link between home and school. Homework tasks will be recorded in the diary. Your child's teacher may use the diary to let you know if your child has:

- Done something particularly well
- Kept all the class/school rules all week
- Broken the class/school rules
- Has forgotten homework or PE kit

Please check your child's diary at least weekly for messages from their teacher or quick updates and reminders from the office.

Letters

We will often send home individual letters, particularly when we need a response from parents, or flyers, leaflets, etc. which we think may be of interest to you. Please check your child's bag for these items on a regular basis.

Primary Open Afternoons and Learning Conversations
Academy Parents' Evenings and Reports

These are an opportunity for you to discuss your child's progress directly with their teacher.

Non Resident Parents

Non Resident Parents of children within our school can request copies of any of the above forms of information from the school office. If requested, Non Resident Parents can have their personal information added to the school's Seemis system which means they will automatically receive copies of their child/children's progress reports, etc.

Attendance

Parents are legally required to ensure that their children attend school regularly. Any absence could adversely affect your child's progress at school. We therefore require that, if your child is absent for any reason, you phone the school office to provide details of the absence.

In addition Wallace Hall uses a system called Groupcall which allows us to contact you more quickly and efficiently. Groupcall gives us the ability to send text messages to your mobile phones or make automated telephone calls to your land line. We can use this facility to get a message to one parent or the whole school very quickly.

Groupcall will be our first method of reaching parents, so it is important that your contact information is kept 'up to date'. Please ensure that the school office has all your current contact details, especially your current mobile phone number, and advise us immediately if any of these numbers change.

In view of the pressure of work during the school year we ask parents to make every effort to arrange their annual holiday to coincide with the school holidays. Where this is not possible we require a note several days in advance requesting permission for the pupil to be absent from school. Parents should note that the school is now required to record pupil's absence for family holidays during term time as unauthorised absence.

Pupils who are absent for lengthy periods due to illness may request work for home study. Parents are asked to contact the school, requesting to speak to the Depute Head Teacher or Principal Teacher Pupil Support with responsibility for their child, to discuss provision required and how best to support their child with their school work through the period of absence.

Every attempt should be made to arrange dental visits and doctor/hospital appointments outwith school hours. Where this is not possible pupils should bring an appointment card or note to their class tutor a few days prior to the appointment.

Unexplained Absences/Lateness

Procedures are in place to ensure the safety of all the children in our care. In order that our procedures work efficiently and effectively we require your

cooperation in the following matters:

Parents are asked to ensure that:

1. The school is informed if the family is running late.
2. Any legitimate absence is notified to the school by telephone before 9am on the first day of the absence without fail, and that further calls, before 9am, are made on every subsequent day of the absence.
3. Contact telephone numbers, whether for home, for parents at work or for other emergency contacts, are kept up to date and are genuine numbers where a response will be received. This is particularly important with mobile phone numbers.
4. The school is kept informed of the absence and the likely return date.
5. Any planned absences are officially notified to the school, in writing, in advance.
6. Latecomers report to the school office on arrival at school.

Staff will ensure that absences are checked every day and follow up the whereabouts of any child for whom we have no explanation.

Holidays

The Government has highlighted the importance of school attendance to a child's development and has required schools to set targets for improved attendance. Against this background, there is considerable concern at the increasing number of term-time holidays being taken by children at the request of their parents. The Headteacher is not in a position to refuse permission to parents for such holidays but it is the view of Education Services that these holidays should be officially recognised as "unauthorised".

Education Services recognises that some parents have difficulties in arranging their own holidays to suit school holiday periods and parents remain free, within reason, to remove their children for holidays during term time. They should, however, appreciate that prolonged absence from school at any stage is harmful to a child's education and it is not possible – not fair to other children – to direct teaching time to assist a child who has been on holiday to catch up on what they have missed. This means that, whilst parents are at liberty to remove children from school for the purposes of family holidays, such absences will be recorded as 'unauthorised'. Parents should continue to inform the school, in writing, of any such holiday plans.

The exception to this is when a family holiday is judged to be important to the well-being and cohesion of the family following serious or terminal illness, bereavement or other traumatic events.

Homework

This is an important area of education where home and school can work together. Homework reinforces the work done in class and pupils should be aware of the need to consolidate their classwork by developing a systematic method of revision and completing work on time. Homework also gives parents the chance to take an active interest in children's work and to support them as they research or begin to work more independently. All S1-pupils are given a planner to record the homework issued and the date for completion.

All pupils will have homework in most subjects. The number of exercises and the time needed for their completion will vary from pupil to pupil and will increase as each pupil progresses through S1-S6. Homework is seen as an essential part of the educational process and parents are asked to support the school in seeing that it is done diligently and with care.

15 Assessment and Reporting

Assessment and Reporting (Primary)

How is my child doing? (Assessment and Reporting). The purpose of assessment is to support learning, help to plan next steps and inform learners and their parents of their progress. Assessment supports children in developing the four capacities and the characteristics associated with them. These include a range of personal qualities and skills that in the past may not always have been formally assessed. The school continues to use the Assessment is for Learning programme which encourages diagnostic and formative approaches that directly support learning. This will remain at the heart of the practice.

Its purpose is to:

- Track pupils' progress through their learning
- To collect examples of pupils' work
- Encourage pupils to engage with and take responsibility for their own learning
- To share progress with parents
- It contains examples of your child's achievements in maths, language, health and wellbeing, topic, other curricular areas, as well as any awards they have received in or out of school.

Pupil Profiles

A profile is a snapshot of a child's or young person's best achievements at a given point in time. Profiles are primarily aimed at children and their parents and draw together a range of information about a child or young person's learning. It is one of the ways in which a child's achievements can be recognised. Nationally it has been agreed that profiles will be produced at the P7 and S3 stage. The profiling process gives your child the opportunity to talk about their learning and achievements with yourself and others and can challenge, motivate and support all learners. The intention is to give a rounded picture of your child, their achievements and progress in learning to date.

There is a Guidance note for parents on profiling which is available from your school.

Assessment and Reporting (Academy)

Assessment is an essential part of the learning process.

- Formative assessment is part of learning and teaching and allows both teachers and pupils to identify strengths and weaknesses and ensures pupils are aware of what their next steps should be to make best progress.
- Summative assessments give an indication of progress to date and are also important for planning and discussing next steps.
- In S1 summative assessments will usually take the form of end of unit tests.
- In S4 – S6 summative assessments become more formal. In addition to end of topic tests, pupils will sit assessments in National 5, Higher and Advanced Higher courses. Some SQA courses require internal assessment of pupil work and in some cases pupils have to produce folios for external assessment.
- Formal exams take place at the following times:
    - Prelims for S4-S6 – National 5, Higher and Advanced Higher – January
    - The SQA/NQ final exam diet is in May/June

Reporting

It is very important that parents are given regular and accurate information about the progress being made by their children. This information is shared with parents in a variety of ways:-

Demerits

By making a 'Demerit' entry a teacher alerts parents, the Pupil Support staff and Principal Teachers of incidences of low level indiscipline in their class and around the school.

Teachers will deal appropriately with any poor behaviour, class work, homework, attitude or effort.It is important that we deal with low level indiscipline immediately and positively.

Pupil Support and senior staff can gather a very clear picture of a pupil's behaviour around the school from 'Demerit' entries. Where multiple 'Demerits' are entered for a pupil over a two week period a groupcall message is sent home to alert the parent. A parent can contact the appropriate PT Pupil Support to discuss the 'Demerit' entries and action will be taken to support each pupil to improve their behaviour, effort and work.

Reports

Currently every pupil receives two reports in the course of the school year. One report before the Christmas break and a second report after formal exams (S2-S6) or, in the case of S1 pupils, in March, providing essential information for Option choices. (S1 learners also complete a Reflective Review after they have settled in). Pupil reports give information on progress, effort, behaviour and homework and very importantly contain action points which, if followed, will allow pupils to fulfil their potential.

Parents' Evenings

Parents' Evenings usually take place after reports have been issued. This is an opportunity for parents to discuss their child's progress with each individual teacher. These meetings work best when parents, teachers and pupils discuss progress together. This is also an opportunity to meet and discuss career options and further education opportunities with representatives from the school careers service, Barony College, Dumfries and Galloway College and the Universities of the West of Scotland and Glasgow.

In addition to these formal parents' evenings there are Option Choice Information Evenings for parents and pupils to attend.

Tracking Pupil Progress

Pupils will have regular discussions with class teachers about their progress from S1 to S6. Individual pupil progress is tracked at two points during the academic session for each individual pupil in each subject. This information is sent home to parents through the interim and final pupil reports. Where a pupil is not performing as expected a member of the Pupil Support Team or senior management team will speak with the pupil and support them in a variety of ways. This could involve extra academic support, help with homework or help with organisational skills. By tracking pupil progress in this way we are able to support each and every pupil to achieve their best and overcome any barriers to their learning.

Open Door Policy

If any parent has any concern about any aspect of their child's progress or experience as a Wallace Hall Academy pupil we would encourage them to contact the school immediately and request a meeting with either the Depute Head Teacher or the Principal Teacher of Pupil Support with responsibility for the relevant year group.

Pupil Profiles

A profile is a snapshot of a child's or young person's best achievements at a given point in time. Profiles are primarily aimed at learners and their parents and draw together a range of information about a child or young person's learning. It is one of the ways in which a learner's achievements can be recognised. Nationally it has been agreed that profiles will be produced at the P7 and S3 stage. The end of S3 represents an important milestone in every young person's education. By the end of S3 all young people will have completed the Broad General Phase of Curriculum for Excellence. Young people should have produced their own profile, supported by staff, which gives a reliable and full account of their progress and achievements to date. It should include a focus on what they feel are their latest and best successes.

More information is available from your school or on the Council website.

16 Support for All

Pupil Support

The amount of support required will depend on the particular needs of each individual pupil at any time throughout their time in school.

Wallace Hall Primary prides itself on its positive ethos and friendliness. We want to support every child in our care to ensure that they feel happy and safe at school. Although we are the largest primary school within our cluster, we are extremely proud of the effort all of our staff, both teaching and non-teaching, make to get to know the pupils in the school as individuals. While your child's teacher is most likely to be the main source of pastoral care, if a pupil has a problem they can be supported by any member of staff whom they feel comfortable talking to.

Sometimes, pupils prefer to talk to someone their own age; therefore, our P6s and P7s can be facilitators in their role as Playground Buddies. They can help pupils who may be having difficulties with friendships, and can also support them in seeking adult help if necessary.

What are the standards for pupil support?

In Wallace Hall Academy pupils can expect the following in terms of pupil support:

1. Have opportunities to develop the knowledge, skills and attitudes young people need to enable them to seek information and support through-out life.
2. Access to information to help children and young people make informed decisions and choices.
3. Opportunities for children's citizenship and participation, through involvement in their school community, their neighbours and in democratic society.
4. Regular review of progress in learning and personal and social development.
5. Help with the transitions between stages in education and between different providers of education and personal development opportunities.
6. Help to plan for the future.
7. Provide access to Pupil Support staff if further target support is required who want support.
8. Co-ordinate support between agencies and schools, wherever learning takes place.
9. Feel respected by staff.
10. Time and space to seek help.

How are the standards delivered?

Each pupil is a member of a Tutor Group – led by a teacher called a Group Tutor. The Group Tutor will be responsible for providing the basic entitlement to each pupil in the Tutor Group. Pupils are in daily contact with their Group Tutors – for 10 minutes every morning. They also deliver to the Group the programme of Personal & Social Education – 1 period each week. Each year all pupils should expect to receive two one-to-one interviews with either their Tutor, PT Pupil Support or Depute Head Teacher for their House.

Who will be the Group Tutor for my youngster?

This is organised when the new timetable is set up. You will be informed before the start of the new timetable in June. This teacher will get to know your youngster well and will be your first point of contact for things like - absence notes, illness, dental appointments, change of address etc.

Who is responsible for organising and co- ordinating Pupil Support?

Pupil Support is co-ordinated by 3 Principal Teachers whom are supported by the PT of Additional Support for Learning. Each of these Principal Teachers will:

- act as a link between school and home
- co-ordinate the support needed for each child
- ensure that each child is directed to the specialist support that he/she may require – learning support, behaviour support, speech therapy, deaf support, extra personal care etc.
- act as a link between school and support agencies including the Careers Service, Health Service, Psychological Service, Social Service etc.

Pastoral Care

Pupils have the right to education in a safe, secure environment that is free from bullying. It is the responsibility of all providers and users of the education service to ensure that this right is granted at all times.

Bullying in all forms is unacceptable, and is regarded as a most serious offence, whether within the school, on the way to school or on the way home from school.

Bullying includes any form of willful physical or verbal behaviour that is aggressive in nature and which is intended to make the receiver feel bad and/ or the perpetrator feel good. Examples of bullying can range from teasing, name calling, spreading malicious stories, abuse and intimidation to pushing, tripping, throwing objects at someone and direct physical violence and includes bullying by text, telephone and over facebook. It is the duty of all staff to ensure that an atmosphere exists in the school in which the victim of bullying knows that support is available to tackle the situation and all children know that to be accused of bullying is a serious accusation and one that could have most serious consequences.

All incidents of bullying will be treated seriously by staff and will be dealt with in a way that will attempt to ensure that no recurrence takes place.

Pupils must be made aware that their responsibility must lie with helping the victim of any bullying and that confidential mechanisms exist for reporting any incidents.

All victims of bullying need to feel secure in the knowledge that any action taken by the school should not result in further bullying, either by the original perpetrator(s) or by others. If you have concerns about bullying you should contact your PT Pupil Support to discuss your concerns.

If you have any concerns which you would like to share with us, or you would like to work together to support your child, please do not hesitate to contact the school. In the first instance you should contact your PT Pupil Support. You know best, and after discussing any incident at home you may be able to support the school in dealing with these issues.

Additional Support for Learning (ASL)

Dumfries and Galloway Council is committed to the well-being and educational development of all learners.

The process of inclusion requires all involved in the business of learning and teaching to demonstrate commitment, innovation and flexibility to ensure that all children and young people have access to quality learning opportunities and experiences.
The Authority aims to remove barriers to learning for all children with additional needs through a range of provision from mainstream classes (supported by their classroom Teacher) to part-time or full-time provision in a school with a learning centre or inclusion base.
This commitment to meeting the needs of all children is based on the requirements of the Education (Additional Support for Learning) (Scotland) Act 2004 amended in 2009.

The Presumption of Mainstream (https://www.gov.scot/publications/guidance-presumption-provideeducation-mainstream-setting/) means that most children will be supported in their local school.

What is Additional Support for Learning (ASL)?

If your child has a barrier to learning they can be said to have 'Additional Support Needs'. Children may need additional support for short or long periods of time and for a variety of reasons. The reasons can include:

- Social or emotional difficulties
- Being a young parent
- Problems at home
- Having English as an additional language
- Being particularly able
- A learning disability
- A physical disability Autism Spectrum Disorder
- Moving home frequently Attention Deficit
- Hyperactivity Disorder
- Behavioural difficulties Health Problems
- Bullying Long-term absence
- A sensory impairment Dyslexia/Dyscalculia
- Communication problems Fine or gross motor
- problems
- Being a young carer Armed Forces family

If you have any concerns about your child, you should speak to a member of staff in the school in the first instance. The majority of children with additional support needs have them met in the classroom by their teacher, through differentiated teaching approaches.

If concerns persist the staged intervention process will escalate the response to an appropriate level of support. There are several ways in which concerns

can be followed up. This may involve the input of other educational professionals such as Specialist Teachers, Impairment Specialists and Educational Psychologists. This may include a request for assistance to the supporting learners team as part of the work of the Autism Support Officers and Looked After Children (LAC) Support Officers It may also involve your child being referred onto staff in external agencies such as Health staff (Speech and Language Therapist, Occupational Therapist, Physiotherapist etc.).

As a parent you will be closely involved in the whole process and your views sought throughout. If, after discussion with all concerned, it is felt appropriate your child will have an educational plan agreed which will identify how they are to be supported.

Your child's progress will be kept under review and any plans and support will be changed as agreed. As a parent you will be closely involved in any review process.

A small number of children will require a more detailed planning process which co-ordinates the input of education and other agencies to fully support the child. This plan is called a Co-ordinated Support Plan. The Co-ordinated Support Plan process is overseen by the Supporting Learners Service with responsibility for Additional Support for Learning.

Further information on the above is available from the school or on the Council website http://www.dumgal.gov.uk/article/16163/Additional-support-forlearning

or from the following sources:

• Enquire – the Scottish advice and information service for additional support for learning, a charitable body registered in Scotland under registration number SC003527 http://enquire.org.uk/

• Scottish Independence Advocacy Alliance, a charitable body registered in Scotland under registration number SC033576 http://www.google.co.uk/search?hl=en&source=hp&q=Scottish%20Independent%20Advocacy%20alliance; or

• Scottish Child Law Centre, a charitable body registered in Scotland under registration numberSC012741 http://www.sclc.org.uk/

Parents may also access further support through mediation services provided by Common Ground Mediation http://www.commongroundmediation.co.uk/

or advocacy support through People's Advocacy Support Service (P.A.S.S. Direct) or Parents Inclusion Network (PIN) http://www.parentsinclusionnetwork.org.uk/

Getting it Right for Every Child (GIRFEC)

Getting it right for every child (GIRFEC) is an approach from The Scottish Government that sets out how schools and other services should work with children and their families. GIRFEC is all about ensuring that children get the help they need when they need it – the right help at the right time. For you and your child, GIRFEC means that:

- You are the expert on your child and what you think matters. Getting it right for every child means that the School will always seek to involve you, to listen to your opinions and take them seriously.
- If your child has complex needs and needs help from several different services, GIRFEC means that all these services must work together for you and your child. You should never have to keep telling your story to lots of different staff in the School or the Education Department or the NHS. Your child will have a single plan that everyone works to and everyone is clear about what they are doing. When your child leaves secondary school there will be a Transition Plan in place for them in good time.

For more information on getting it right for every child email GIRFEC@dumgal.gov.uk.

Child Protection

The vision for all children and young people in Dumfries and Galloway is that they should be safe, nurtured, healthy, achieving, active, respected, responsible and included. All children have the right to be protected and kept safe from harm (European Convention on the Rights of the Child). We all have a part to play in this and in making sure that children and young people get the help they need when they need it. Dumfries and Galloway Council recognises that staff within schools and early childcare and education settings have a key role to play in keeping your child safe.

To assist schools and early childcare and education settings with this role, a Child Protection Procedure has been developed in our area. This tells all staff:

- how to recognise signs that a child or young person may need protection
- what to do if they do have a concern about a child or young person

All staff within our schools and early childcare and education settings have been trained to be able to recognise when a child may be suffering from, or at risk of, harm and to listen to children if they want to talk to them about anything which might be worrying them. Each school and early childcare and education setting in Dumfries and Galloway has a senior member of staff who has overall responsibility for ensuring the protection of children within their school or establishment. They are called Child Protection Co-ordinator (CPC). If a member of staff does have a concern about any child s/he will discuss this with the Child Protection Co-ordinator who will decide what action might need to be taken to keep that child safe. This may involve talking to the child, other members of staff or other professionals who may be working with the child.
The Child Protection Co-ordinators in our school are:
N-P3 – Mrs Meredith
P4 – P7 – Mrs McDiarmid
Academy - Mr Mack

Anti-Bullying

We recognise that bullying can take many forms and has a seriously detrimental effect on those affected by it. We do not tolerate bullying in any form in Wallace Hall Primary. We encourage pupils to report any incidents of bullying, but by the very nature of the act, children can sometimes be reluctant or scared to talk to their teacher about it.

If you have any concerns that your child may be the victim of bullying please contact the Head Teacher.

Educational Psychology Service

Educational Psychologists aim to improve the life chances of all children and young people. Working in partnership with families and other services, we use applied psychology and knowledge of child development to address inequalities, support vulnerability and enhance inclusion. We seek to ensure that young people realise their potential to become successful learners, confident individuals, effective contributors and responsible citizens.

We do this by:

- Working with others in a consultative way to help them make sense of difficulties and make informed choices and decisions
- Sharing knowledge about 'what works' and promoting evidence informed approaches to develop the policy and practice of literacy, numeracy and health and wellbeing in our educational establishments and communities
- Raising awareness of the crucial role of communication, relationships and nurture in children's lives
- Training and developing the skills of other professionals to improve children's attainment and achievement
- Highlighting the interactive nature of assessment, teaching and learning
- Designing and implementing interventions in partnership with others which support individuals and communities to develop resilience and ensure that children are safe, healthy, active, nurtured, achieving, respected, responsible and included
- Supporting effective transitions (early years into primary, primary to secondary and secondary to post school) to improve the life chances of young people

The Psychological Service is based in offices in Newton Stewart, Dumfries and Annan, and each school has an identified Educational Psychologist. Further information about the service is available from the school.

Educational Maintenance Allowance

The Education Maintenance Allowance (EMA) is a means tested weekly allowance payable in two week instalments in arrears during term time only. It is intended to encourage students to stay on at school in post-compulsory education. Applications are available from all Secondary Schools, the Pupil/Parent Support Unit, St Teresa's Primary School, Lochside Road, Lochside, Dumfries, DG2 0DY and your Local Area Customer Services Centre. For further information on the EMA programme please contact, Mrs J Dalgleish, Pupil/Parent Support Unit Tel: 01387 260493

17 Moving to the Academy and Leaving School

Information on enrolment in school and catchment areas is available at http://www.dumgal.gov.uk/article/15241/School-places

Information regarding catchment areas can be found on the Council's website by accessing "Find My Nearest" http://www.dumgal.gov.uk/index.aspx?articleid=6293.

On completion of their primary education, pupils will normally transfer to Wallace Hall Academy. A P7 open evening is held in November at the Academy as an opportunity for parents/carers and their children to see around the school and to ask questions. Pupils of Wallace Hall Primary are already familiar with the academy buildings
and some of the facilities and there are various opportunities throughout the session for P7 pupils and their parents/carers to meet with secondary staff.

Parents can opt for any secondary school and full details on how to enroll or move school are available from the school or on the Council's website.

Transition Activities

We work very closely with all the other primary schools in our cluster to ensure a smooth transition from primary to secondary for your child.

The process normally begins in November when Wallace Hall Academy organises an information evening for pupils and parents. At this time, there also begins a series of visits from Wallace Hall Academy staff to the primary to meet the pupils and to discuss each child with their P7 teacher.

During their P7 year pupils attend various events to help them become familiar with the layout of their new school and the staff who will be teaching them, such as enterprise initiatives. These events also allow the pupils to meet P7s from the other cluster schools who will be their future classmates.

At the end of the year, copies of Pupil Profiles and attainment information are passed on to secondary staff. These are shared with subject specialists as appropriate, so that they can ensure your son or daughter has the best start to their secondary education.

Induction Days

P7 pupils attend their chosen secondary for 3 full days, normally in the second or third last week of the summer term. They follow their S1 timetable on these days. This is an opportunity for them to find out who will be in their classes and what their timetable will be for the following session. Pupils are well supported during the induction days, and generally really enjoy the experience.

Support Available

For the majority of pupils, the above support is sufficient to ensure a smooth transition to secondary. However, where appropriate, enhanced arrangements can be put in place for pupils who might benefit from greater support. This may be because they have received behaviour or learning support in the past, or often it can be because they do not find it easy to make new friends and are anxious about a change of school.

If you have any concerns about your son or daughter's transition to secondary please discuss it with us as early as possible.

Career Choices

Throughout each pupil's time at WHA, support, guidance and information is provided to encourage pupils to form positive future plans. Pupils receive careers/options interviews at the end of years 3,4 and 5. As a pupil prepares to leave school they receive individual support in choosing and applying for courses in either further or higher education, apprenticeships or other employment or gap year activities. The Careers Adviser works in the school regularly to meet pupils who need advice before they leave.

After pupils leave WHA, they are encouraged to update the school on their progress. Their achievements can be an inspiration to others to work towards their own goals.

Useful Links:-

A recommended starting point for all years is Planit Plus Website www.planitplus.net

Also www.direct.gov.uk/en/YoungPeople/Workandcareers/index.htm

Skills Development Scotland
http://www.myworldofwork.co.uk

Career support from Skills Development Scotland

Skills Development Scotland (SDS) is the national skills body. We deliver Scotland's careers service and provide information, advice and guidance on career choices.
SDS careers advisers work in schools and centres across Scotland. They will help you to think about what's best for your future and the skills that you might need
in a changing world of work. You can also continue to access support from SDS advisers when you leave school. We have centres locally in Dumfries, Stranraer and Newton Stewart – find your nearest centre at

http://myworldofwork.co.uk/centres"myworldofwork.co.uk/centres

Our careers advisor details are as follows:-
Peigi Brough
Careers Advisor
Careers Office
Loreburn Centre
Dumfries
DG1 2BD

Tel: (01387) 272500
Email: peigi.brough@sds.co.uk

Dumfries and Galloway Youth Guarantee

Dumfries and Galloway's vision is that all young people will receive an appropriate offer of post-16 learning, training, employment or personal skills development
with 100% positive destinations for all school leavers in Dumfries & Galloway.

Planning forms part of the process for ensuring there are opportunities available for young people on leaving school. Planning will help identify the most appropriate offer that matches young peoples needs and aspirations. It must be:

- at the right level
- accessible both in terms of location and local labour market opportunity
- delivered through the right learning method
- fit with each young person's chosen pathway

To find out more visit:
https://www.dgtap.co.uk/education
and https://www.myworldofwork.co.uk/

The DG Youth Guarantee is an extension of the Scottish Government's commitment that every single 16-19-year old in Scotland will be offered a place in appropriate learning or training if they are not already in a job,
Modern Apprenticeship or in education. This includes 3 critical elements:
- the right learning - with a range of options on personalisation and choice. This will include staying on at school, entering further or higher education, taking up an Apprenticeship, participating in training, or taking part in personal skills development in a community learning and development setting or a third sector organisation.
- the right financial support to help young people take up the offer which is right for them

For more information visit: ttps://www.dgtap.co.uk/youth-guarantee

Youth Guarantee Universal Support for all Learners

All learners are asked to identify their plans for the future from S3 onwards. This information is saved by the school and can help young people choose relevant subjects as well as being passed on to partner organisations to plan for pathways beyond school.
Young people are asked about their anticipated leave date, preferred route and preferred sectors. This information is updated annually as young people change and consider pathways. Final destinations secured on leaving school are recorded on a leavers form.

For more information and to see copies of the questions visit: https://www.dgtap.co.uk/planning-yourfuture

Youth Guarantee Targeted Support for Learners

Young people who don't have a secure destination but are planning to leave school will be discussed at school Employability Coordination Groups (ECG). ECG has representation from Pupil Support staff, Skills Development Scotland and the Employability & Skills Service plus Attendance Support Officers where there is persistent absenteeism and when appropriate.

The employability coordination group will meet regularly to consider all pupils (S4-S6) to determine their level of risk of not achieving a positive destination up to 6 months before their leaving date. For those who wish to leave but don't have a positive destination a key partner will be agreed. to ensure the appropriate support is in place for each young person. Young people who have been given

extra support in school will automatically be considered to enable the right support to continue through the transition to post school if needed.
There are a range of identified support programmes available to help young people who wish to leave school but require more support before moving in to training, employment or further education. For more information on the Youth Guarantee Agreement, the DG Workplace Skills Award or Project Search visit: https://www.dgtap.co.uk/training-development

To see the range of staff who can help download the 'who can help school' leaflet.

Additional contact for information for staff and parents

For DG Workplace Skills Award: DGEmployabilityAward@dumgal.gov.uk

For all Employability (Employability and Skills Service) referrals: ESS.referrals@dumgal.gov.uk

For Project Search: Projectsearch@dumgal.gov.uk

For Work Experience: workexperience@dumgal.gov.uk

For Youth Guarantee or DYW: DGyouthguarantee@dumgal.gov.uk

Career support from Skills Development Scotland

Skills Development Scotland (SDS) is the national skills body. We deliver Scotland's careers service and provide information, advice and guidance on career choices.

SDS careers advisers work in schools and centres across Scotland. They will help you to think about what's best for your future and the skills that you might need in a changing world of work. You can also continue to access support from SDS advisers when you leave school. We have centres locally in Dumfries, Stranraer and Newton Stewart – find your nearest centre at http://myworldofwork.co.uk/centres"myworldofwork.co.uk/centres

My World of Work is your online career information and advice service. The site is designed to support you make decisions throughout school and beyond.

It includes key features such as:

• A personalised account which guides you through the site and what to look at

• Personality tools which give you career suggestions based on your skills, strengths and interests

• Help with subject choices including a tool which helps you understand what careers your choices could lead to

• A profile tool to record your personal achievements, useful for future CVs or course applications

• Routes into careers, including jobs, courses, apprenticeships and volunteering

• A CV builder and advice on applications and Interviews

Further support from Skills Development Scotland

For information on Foundation, Modern and Graduate Apprenticeships, including vacancies, please see http://www.apprenticeships.scot

My Kid's Career is a new website from SDS, designed for parents and carers. It provides information on jobs in demand, the routes into those careers and how to handle career conversations about those opportunities with your child at the times that matter. Find out more at http://mykidscareer.com

Keep up to date with the latest from SDS Dumfries and Galloway on Facebook at ttps://www.facebook.com/SDSDumfriesandGalloway

18 School Improvements

Improvement plan and priorities

In May each year, the school publishes a Standards & Quality Report providing all stakeholders with a comprehensive summary of the school's work and learners' achievements over the last year. The first part of this report provides an overview of the school's progress in addressing its key priorities, while the second part gives information about, for example, how well pupils are learning and achieving; how well the school is supporting children/young people to develop and learn. In June, we publish a School Improvement Plan which outlines the key priorities for the school during the year ahead, following due consultation with staff, pupils and parents. The plan indicates the expected impact of priorities on pupil learning, as well as providing brief information about the key tasks to be taken forward.

Both the report and the plan are published on the school's website and are also available in hard copy, on request.

More information

A copy of the School Improvement Plan is available on our school website: www.wallacehall.co.uk

19 Health and Safety

Emergency Procedures

Pupils taking ill

We have well-established procedures should your son or daughter fall ill during the school day. They speak to a member of Pupil Support and will then go to the school office where school office staff will look after them. If there is no improvement within a short recovery period, parents are contacted to collect their son or daughter. No pupil is ever sent home unless either you, or your Emergency Contact, knows.

Arrangements can be made for pupils on medicines, diets etc, provided parents inform the appropriate PT Pupil Support in writing.

Should your son or daughter feel ill outwith class time they should go to either the main office or their PT Pupil Support. They should not use their mobile telephone to contact home directly.

Accidents

Serious accidents are few, but should one occur, parents are contacted immediately. An ambulance will be called if necessary.

Emergency Contact

Please note the emphasis placed on supplying the school with a telephone number for emergency contact. This is normally your home or work number, or that of a relative or near neighbour if you do not have a phone in the house.

Severe Weather and School Closure Arrangements

Our area can occasionally suffer severe storm conditions in winter which render travel to and from school hazardous for those pupils from outlying homes. When there is doubt about the condition of the roads during a snow storm the various Contractors advise us on early closure and pupils may be sent home early. Every effort is made to advise parents, and children are not sent home unless it can be done safely.

Head Teachers are authorised to make an emergency closure when the state of the weather or any other exceptional circumstance make it absolutely necessary in the best interests of the pupils. In these circumstances parents will be communicated with in a variety of ways including text messages/phone calls/social media and emergency contact arrangements. All school closures will be notified on the school and Council Website.

Fire Evacuation and Lock Down

We have termly fire evacuation and lockdown practices to ensure that all members of staff and pupils are aware of the procedures in the event of an emergency. Procedures are reviewed and updated on a regular basis to ensure staff and pupil safety.

Leaving school Premises

If a pupil has an appointment which requires them to leave during the school day parents should provide a note or telephone the school office to advise of this. On going for their appointment pupils should let the school office know that they are leaving.

S1 pupils are not allowed to leave the school premises during lunchtime.

S6 pupils have an agreement that they can sign out for four free periods a week.

Health Care

You are notified in advance of dental/medical inspections and inoculations, and may make separate arrangements if you wish.

Immunisations are carried out by the school nurse, along with a team of nurses.

S2 (all pupils)	BCG Test (Tuberculosis)
S3 (all pupils)	Diphtheria, Tetanus and Polio booster
S2/S5/S6 (female)	HPV

School Nurse

The school nurse visits the school regularly and deals with enquiries and routine health care. She has her own drop-in centre within the school where students can speak confidentially and privately if they have cause to see her.

Education Services is committed to ensuring that all children are able to fully participate in the life of the school. Many children will require their health care needs to be met at sometime within the nursery/ school environment, for most children this will be for short periods of time only but for some children this may require more long term planning and support. If your child has any health care needs please contact the school to discuss arrangements. Full details of the support available and your role as a parent and the role of your child are contained within The Nursery and School Policy on Health Care Procedures Sept 2012 which is available from the school or on the Council website.

Employment of Pupils

If a school is notified by a pupil that they intend to take up part-time employment and that this employment falls within the terms as set out in "Part-time Employment: A Young Person's Guidelines"; there are procedures for schools to follow. These procedures are detailed within Part-Time Employment of Pupils – Procedures for Secondary Schools which is available from the school or on the Council Website.

Data Protection

Your child's personal data will be held by the school. All personal data is held on our secure school management information system. We will ensure that the information we hold is accurate and up to date and each year you will be sent an Update Form detailing the information held by the school for you to check and update as required. Access to the school management information system is by individual user and is password protected. Furthermore, access to confidential data is restricted to staff in school as appropriate.

Images of Pupils

The school does use photographs to provide a record of events and it is possible that photographs may appear in local papers or media. The authority has a policy on the use of images of pupils. You will be asked to read this when your child enrolls and to clarify your consent with regard to the publication of images of your child.

Use of the Internet

As part of the whole learning process we allow our children supervised access to the Internet and e-mail. The authority runs its own filter system to ensure that young people are not at risk from exposure to inappropriate material. This filtering system is regularly being upgraded. We have a policy for use of the Internet and a contract for responsible use, which we ask parents and young people to sign up to.

20 Useful Links

Parents can access the Authority Handbook for more information:
https://www.dumgal.gov.uk/article/20049/Education-Authority-Handbook

Staff, Parents and Pupils can access key Policies for the Authority at
http://www.dumgal.gov.uk/article/16350/Strategies-plans-and-policies

Parents can access more information by visiting Dumfries and Galloway Home page and clicking on schools or clicking
http://www.dumgal.gov.uk/schools

From this one page you can access information on schools, school meals, transport and Parental involvement. We would also suggest that parents are aware of the following local and national websites to support parents/carers and young people on their journey through school life.

Youth Democracy:
http://www.dumgal.gov.uk/article/17522/Youth-Democracy-and-Youth-Participation

DGvoice:
http://www.dgvoice.co.uk/index.php/youth

Cool to talk:
http://www.nhsdg.scot.nhs.uk/News/Cool2talk

My World of Work:
https://www.myworldofwork.co.uk/

Youthlink Scotland: www.youthlinkscotland.org

Citizens Advice Dumfries and Galloway:
https://www.cas.org.uk/bureaux/dumfries-and-gallowaycitizens-advice-service-dagcas

Support in Mind, Scotland, National Rural Mental Health Forum www.ruralwellbeing.org

Add in others as identified below:
http://www.dumgal.gov.uk/article/16640/Supportfor-children-and-families

www.gov.scot/Topics/Education/Schools/NationalImprovementFramework

CALL Scotland www.callscotland.org.uk

https://www.transport.gov.scot/media/42287/seat-belts-on-school-transport-scotland-act-2017-guidance.pdf

Parental Involvement and Engagement
Partners For Support from Education and Learning Directorate please visit

http://www.dumgal.gov.uk/article/17608/Parental-Involvement

PIN Parental Involvement Network
https://www.parentsinclusionnetwork.org.uk/

Parents working together to share information/advice on disability issues
Further information on all aspects of education is available on
www.educationscotland.gov.uk/parentzone

Dumfries and Galloway Parent Carer Forum
dandgparentforum@gmail.com

The National Parent Forum of Scotland's
https://www.npfs.org.uk/

Curriculum for Excellence in a Nutshell series:
Free Downloads for parents/carers
https://www.npfs.org.uk/downloads/category/in-anutshell-series/nationals-in-a-nutshell-series/

These guides explain important aspects of Curriculum for Excellence (CfE).

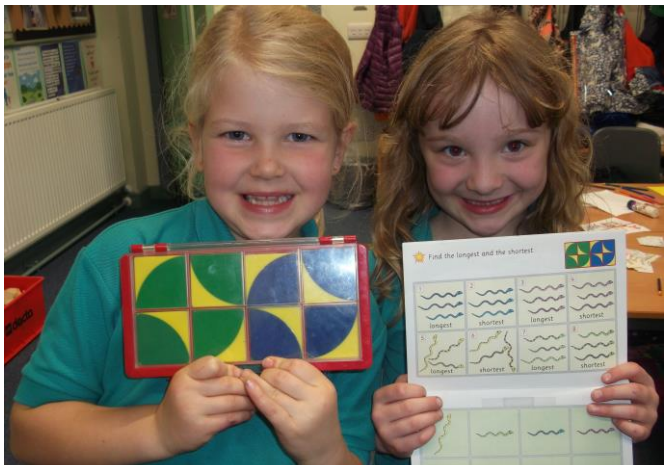
Education Scotland http://bit.ly/educationscotland_Framework It gives background information on assessment in Curriculum for Excellence.

Dumfries and Galloway Advocacy Service
https://www.dgadvocacy.co.uk/

DGC complaints: http://www.dumgal.gov.uk/article/15382/Complaints-procedure

Dumfries and Galloway Children's services plan
http://www.dumgal.gov.uk/article/16748/Childrens-Services-Plan

Parent Council Support CONNECT formally Scottish Parent Teacher Council Insurance Cover and Training Opportunities
https://connect.scot/


Find the longest and the shortest
longest
shortest
longest
shortest
longest
shortest
longest
shortest

UKaid
UKaid

Robotics
Challenge