

Handbook 2025-26

Welcome to Mosshead Primary from the Head Teacher



Dear Parents and Carers

I would like to extend a warm welcome to you from the staff and children of Mosshead Primary School. The information contained in the following pages is designed to give you a flavour of our school and the ways in which your child will be challenged and supported during their time here. It will also inform you of East Dunbartonshire Council's policies and procedures.

Mosshead Primary School is very much a part of the local community and pupils, staff, parents, carers, family and friends have an important role to play in the life of our school. Our parents/carers are our partners in education and our children benefit enormously from the support they receive. Education is a partnership between school and home and by working together we can ensure that our pupils' learning experience is of the highest quality. We work with parents to encourage positive attitudes in our pupils and we foster values such as respect, fairness, honesty and caring.

Our standards of academic attainment are very good and we celebrate children's achievements both in and out of school. We will develop your child's skills across a range of subjects, with a well-designed curriculum and a superb range of after-school activities. Pupil participation is also encouraged and your child will be given many opportunities to develop skills to become a responsible member of society.

I hope you will enjoy getting to know us better through browsing these pages, but please feel free to get in touch if you need more detailed information.

Laura Law
Headteacher

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PLEASE NOTE: The use of the word 'parent' throughout this document refers to parents, carers and guardians.

Section 1

School Information

Mosshead Primary School
95 Stockiemuir Avenue
Bearsden
G61 3LZ
Telephone 0141 955 2245
e-mail: office@mosshead.e-dunbarton.sch.uk
website: www.mosshead.e-dunbarton.sch.uk
X: @MossheadPS
Headteacher: Laura Law

Mosshead Primary School is situated in the leafy suburb of Bearsden close to rail and bus routes. Mosshead Primary School is a non-denominational, co-educational school with accommodation for 462 pupils in primaries 1 to 7. The roll at present is 363.

Parents should note that the working capacity of the school may vary dependent upon the number of pupils at each stage and the way in which the classes are organised.

The school, single storey, semi-open plan building, was completed in 1972, and has a playground, partly grass, partly tarmac, and a football pitch.

There is a Music Room and a large Hall which acts as a Cafeteria and a Gymnasium. There is a Stage, which provides the setting for assemblies, school concerts and shows.

School Hours

Monday to Friday
9am - 10.40am
11 - 12.40pm
1:20pm - 3pm

Pupils in Primary 1 attend school for full days from the start of term.

All pupils have at least 2 hours of PE weekly. Teachers will notify children and parents about regular PE days at the start of the school year.

Our assemblies take place most Mondays. These vary between whole school assemblies and assemblies for just infants or just junior/seniors. Parents are invited to special 'Sharing the Learning' assemblies where children will showcase their learning on a particular theme.

School Year Session 2025-2026

Teachers return (In-service day)	Tuesday 12 August
In-service day	Wednesday 13 August
Pupils return	Thursday 14 August
September weekend	Friday 26 September to Monday 29 September (Inclusive)
Pupils return	Tuesday 30 September
In-service day	Friday 10 October
October break	Monday 13 October to Friday 17 October (Inclusive)
Pupils return	Monday 20 October
Christmas and New Year (end of term)	Monday 22 December to Friday 2 January (Inclusive)
Pupils return	Monday 5 January
February break	Monday 16 February to Tuesday 17 February (Inclusive)
In-service day	Wednesday 18 February
Pupils return	Thursday 19 February
Easter break	Friday 3 April to Friday 17 April (Inclusive)
Pupils return	Monday 20 April
May Day (closed)	Monday 4 May
In-service day	Thursday 7 May
May weekend	Friday 22 May to Monday 25 May (Inclusive)
Last day of school	Thursday 25 June (close 1pm)

Although this information is correct at time of printing, there could be changes affecting any of the matters dealt with in the document:

- a) before the commencement or during the course of the school year in question.
- b) in relation to subsequent school years.

STAFF

Head Teacher	Mrs Laura Law
Depute Head Teacher	Miss Carol Lennon
Depute Head Teacher	Miss Erin Smyth
Principal Teacher (Acting)	Mrs Robyn McLaughlan

Teachers

Miss Forsyth	P1a
Miss Ballingall	P1b
Miss Neilson	P2a
Miss Clark	P2b
Mrs Kenney	P3a
Mrs O'Donnell/ Mrs Thomson	P3b
Mrs Christie/ Mrs Lambert	P4a
Mrs Strain	P4b
Miss Davie	P5a
Miss de Sadeleer	P5b
Mr McCooe	P6a
Mrs Fergusson/ Mrs Pattison	P6b
Mrs Carlyle/ Mrs Carpenter	P7a
Mrs Service	P7b
Miss Scott, Mrs MacDonald	Working with various classes

Support Staff

Mrs Henderson	Support for Learning Assistant
Mrs Castro	Support for Learning Assistant
Mrs Ryan	Support for Learning Assistant
Mrs Duffy	Support for Learning Assistant
Mrs Dorian	Support for Learning Assistant
Miss McKecknie	Support for Learning Assistant
Mrs Watson	Support for Learning Assistant
Mrs McLaren	Classroom Assistant
Miss Douglas	Classroom Assistant
Mrs Kenny	Classroom Assistant
Mrs Kane	Classroom Assistant
Mrs Gibson	Administration Assistant
Mrs Peoples	Clerical Assistant
Mrs McLaren	Clerical Assistant
Mrs Young	Building Manager

The role of the Support for Learning Assistants and Classroom Assistants is to support teachers and pupils in class. They are also responsible for supervising pupils at intervals.

The clerical staff provide support to the Head Teacher, Depute Head Teacher, class teachers and pupils. Their varied duties include budgets and ordering, administrative support and resource organisation.

The Building Manager is responsible for the care and maintenance of the school building and playground.

Kitchen Staff

Mrs Wilson

Miss Kilpatrick

Miss Getty

Ms Held

Catering Manager

Cleaning Staff

Ms Lakhdar

The kitchen staff provide a wide range of main meals and hot and cold snacks prepared in our school kitchen. A varied menu is available throughout the session. Special diets are catered for.

The hardworking cleaning staff are responsible for the care and cleaning of the school building.

Other Staff

Visiting Music Teachers

Miss Ferguson

Mr Thomson

Mrs Clark

Strings

Brass

Woodwind

School Psychologist

Miss Hendry

Attendance at School

Scottish local authorities have the responsibility to review and revise their procedures for managing situations where children fail to attend their school/early years centre and no explanation for absence is received from their parents/carers. East Dunbartonshire Council recognises that under such circumstances, children may be vulnerable to harm and that timely steps must be taken to ensure that an absent child is safe and well.

Attendance must be recorded twice a day, morning, and afternoon. Each child's absence from school to be recorded in the school register as authorised i.e. approved by the authority, or unauthorised i.e. unexplained by the parent (truancy) or temporarily excluded from school.

The Scottish Government emphasises the need for schools to support attendance for all and create appropriate support for those who find attending school a challenge. Attendance is defined as the "participation in a programme of educational activities arranged and agreed by the school" (Included, Engaged and Involved: Part 1). Engaging in school and in learning is crucial to ensure that children and young people meet their full potential.

ATTENDANCE PERCENTAGE	NUMBER OF DAYS MISSED OVER AN ACADEMIC YEAR	FURTHER INFORMATION
95%	9 days	Attendance at or above this level gives a learner the best chance of success.
90%	19 days	Attendance at this level leads to less chance of success. Data shows that learners missing this much school could drop a whole grade in secondary.
80-85%	27-36 days	Attendance at this level has serious implications for learning and progress.

There are a key rights, duties and legal obligations in relation to attendance as outlined in '[Included, Engaged and Involved \(Part 1\)](#)'. These are set out below:

- All children and young people have a right to education; and education authorities have a duty to provide education.
- All children and young people have the right to get the support they need to benefit fully from their education and fulfil their potential.
- All children and young people need to be included, engaged and involved in their learning. Children and young people should be given opportunities to fully engage and participate in the life of their school, in order to encourage good attendance.
- Schools should actively engage with parents to try to ensure that any barriers to good attendance are removed.
- Schools and partners should work collaboratively to promote and support good attendance.
- The foundation for schools, learning establishments and education authorities is a focus on positive relationships and an inclusive ethos and culture that promotes good attendance. Attendance should not be considered in isolation.

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[Included, Engaged and Involved \(Part 1\)](#)

Un-notified Absence

Parents/carers have the primary duty of care for their children. During school/centre hours (and during registered school/centre activities), schools/centres must take all reasonable steps to keep children safe from harm. The effective implementation of the procedures will require parents/carers and schools/centres to exercise their respective duty of care and to work in partnership to help to ensure that children are kept safe from harm.

In order to respond appropriately to an un-notified absence, it is important that parents/carers exercise their duty of care, by notifying the school/centre when their child will be absent and the reasons for this. Each session parents/carers will be required to notify their child's school/centre of all absences.

Missing in Education

Children missing from education are children and young people of compulsory school age who are not on a school roll and are not being educated otherwise (at home, privately or in an alternative provision). They have usually not attended school for a period of time.

Additional guidance is in place to ensure inter-agency collaboration, involving education services, social work, health services and the police to ensure the safety and educational development of the child. The process aligns with The Children Missing from Education (Scotland) Service in Scotland.

Family Holidays

Every effort should be made to avoid family holidays during term time as this seriously disrupts a child's education and greatly reduces learning time. It should be noted that it not only has an adverse effect on a child while he/she is absent from school, but also leads to extended disruption to a child's education for a period of time when he/she returns to school after the family holiday. Family holidays will only be regarded as authorised absence where prior agreement from the school has been obtained and where it is judged the holiday is important to the wellbeing and cohesion of the family, following serious or terminal illness, bereavement, or other traumatic events.

Parents may request that their children be permitted to be absent from school to make an extended visit to relatives. This leave will be regarded the same as a family holiday but will be recorded separately from school holidays for attendance purposes. Requests should be made in writing detailing the destination and the duration.

Clearly with no explanation from the parents, the absence is unauthorised.

Information regarding exceptional closures

We make every effort to maintain a full educational service, but on some occasions circumstances arise which lead to disruption. Schools may be affected by, for example, severe weather, temporary interruption of transport, power failures or difficulties of fuel supply. In such cases we shall do all we can to let you know about the details of closure or re-opening. We shall keep you updated using the usual digital methods of communication used by the school i.e. email, Groupcall or social media. There will also be updates on the website www.eastdunbarton.gov.uk

(a) Parental Communication with School in Case of Emergency

It is important that parents keep contact with the school to a minimum in the case of an emergency. When you telephone the school you will be asked for a contact number and your message will be repeated back. Please ensure the pupil's name, class and/or teacher's name is given.

Please ensure that your child knows their home/pick up plan each day. If there are any changes to childcare arrangements, please inform the school before 2.30pm. This should only happen in exceptional circumstances.

Comments, Compliments and Complaints Procedure

We are keen that you should be completely satisfied about your child's education and we encourage feedback on our services from parents and pupils. We are, therefore, interested in feedback of all kinds, whether it be comments, compliments, or complaints.

If you want to register a comment of any type about the school you can do this by writing, e-mailing, telephoning or making an appointment to see someone. All feedback is welcome and keeps us in touch.

If, in particular, you have a complaint about the school, please let us know. It is better that these things are shared openly and resolved fairly, rather than being allowed to damage the relationship between the family and the school. There will be no negative consequences arising from making a complaint and we will deal with the issue as confidentially as possible.

In relation to making a complaint:

- Stage 1 – Frontline resolution, we will always try to resolve the complaint quickly and to the customer's satisfaction wherever we can. This resolution will be provided within five working days, unless there are exceptional circumstances.
- Stage 2 – Investigation, if you are dissatisfied with the decision at stage 1, the complaint will be investigated, acknowledge in three working days and decision provided as soon as possible but within twenty working days.
- If you are still unhappy after the further investigation and reply you can take the matter up with the Scottish Public Services Ombudsman (SPSO), our reply will include the contact details.
- You should also note that you have the right to raise unresolved concerns with your local councillors, MSP or MP.

Section 2

Parents, Pupils and the Community

Home School Links

All East Dunbartonshire Council schools welcome parental involvement as research has shown that when parents are involved children do better at school. There are many opportunities for parents to become involved in the life and work of the school – supporting learning at home, volunteering in school, joining the Parent Council or PTA, helping out at school trips and events, etc. For further information on the Parental Engagement Strategy please visit East Dunbartonshire Council's website.

At the start of each session we offer you the chance to meet with your child's new teacher during our 'Meet The Teacher' sessions. At this time you can chat about how your child has settled with the new class teacher, see some of the resources the children use and ask any questions you may have. In Nov we have a parents' evening where you have an individual discussion with the class teacher and a chance to see your child's work in their classroom, around Easter time we send home a formal report and in the final term there is another parents' evening.

Parents are also invited into the school for 'Sharing the Learning' sessions and there are other events like school shows, presentations, workshops, etc which parents often have the chance to attend.

General information is communicated via headteacher's newsletters. We make good use of email and prefer to send electronic mail rather than paper letters where possible. You can email the school office at any time rather than writing a note. This email is checked daily. We also use text messaging at times and other information can be found on our school website. The school office can be contacted by phone on 01419552245. If you wish to speak to the headteacher, deputies or principal teacher the school office staff will check if they are available when you call or will take a message and someone will call you back as soon as possible.

We greatly appreciate the assistance you can offer to children in their learning and are very keen to work in partnership with all parents and carers. You will be kept up to date with what children are working on – what targets they have and what achievements they have made. This is communicated through Seesaw, an online app, which teachers aim to update weekly. Seesaw will have examples of pupils' work and various activities they engage in while in school. We recognise that you may need additional information or have a concern from time to time and are happy to meet with you to discuss these. Please arrange an appointment through the school office.

We like to gather parental opinions throughout the year to assist us with school improvement planning and evaluation. The Parent Council work closely with the school to plan how to do this and we often carry out surveys, questionnaires or other information gathering tasks at parents' evenings or using electronic surveys. Results from these are collated and shared.

Parent Councils

Parent Councils are the formal representative body for parents / carers with children attending school. Parent Councils are different in each school to enable them to meet the needs of parents/carers locally.

Parents are welcomed to be:

- involved and engaged with their child's education and learning;
- be active participants in the life of the school; and
- express their views on school education generally and work in partnership with their children's schools.

All parents / carers are automatically members of the Parent Forum at their child's school. As a member of the Parent Forum all parents 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 the education it provides;
- work in partnership with staff; and
- enjoy taking part in the life of the school in whatever way possible.

The Parent Forum decides how their representatives on the Parent Council are chosen and how the Parent Council operates. Parents / carers are encouraged to volunteer or put themselves forward to be chosen as representatives of the Parent Council if they wish.

The main aims of the Parent Council are:

- To support the school in its work with pupils
- To represent the views of parents
- To promote contact between the school, parents, pupils, providers of Early Learning and Childcare education (if applicable) and the community
- To report to the Parent Forum
- To be involved in the appointment of senior promoted staff.

For more information on parental involvement or to find out about parents as partners in their children's learning, please contact the school or visit the Parentzone website at www.parentzonescotland.gov.uk.

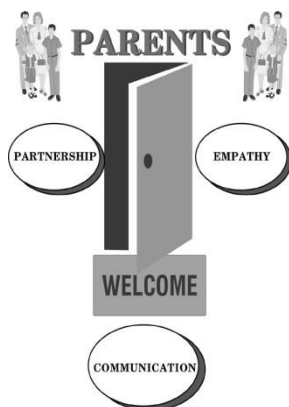
You can contact the Parent Council directly – mossheadparentcouncil@gmail.com

Information on Mosshead Parent Council can be found on our school website

<http://www.mosshead.e-dunbarton.sch.uk/parents-info/parent-council>

Parent Teacher Association

Mosshead Primary School PTA organise events throughout the session. These events offer many opportunities for worthwhile links between home and school as well as raising much appreciated funds.



Volunteers are welcome. Any parent wishing to play an active part in the work of the PTA should contact any of the committee members through the school or by emailing mossheadpta@gmail.com. Please see the school website for more information.

The Scottish Parent Teacher Council is the national organisation for PTA's in Scotland and runs an independent helpline service for all parents. They can be contacted by phone 0131 474 6199, fax 0870 706 5814 or email info@connect.scot or write to Connect, Mansfield Traquair Centre, 15 Mansfield Place, Edinburgh, EH3 6BB.

Pupil Leadership Groups

House Captains and Vice Captains are elected in P7. These children are voted for by their peers and demonstrate the values of Mosshead. They work with the DHT and P7 teachers to organise charity events.

We have a group of elected pupils who are our Pupil Council. Children from Primary 4 to Primary 7 are voted onto this group by their peers. The aim of the Pupil Council is to work with school staff, all pupils and the Parent Council to improve Mosshead Primary School.

There are other various committees within the school for children to engage with. These include a Learning Council, a Sports committee, a Fairtrade committee, an Eco committee, Junior Road Safety officers (JRSOs) and Rights Ambassadors. All of these groups are led by teacher volunteers who help the pupils to work together to improve the school. Some of these committees are open to children from P1-3.

Pupils are encouraged to take many leadership roles within their classes. They also have opportunities to lead their own learning by choosing some of the content and approaches for learning and teaching. At the start of every term children have the opportunity to discuss with teachers areas of interest related to particular themes and areas they would like to find out more about. Children have options to showcase their learning in various ways, allowing them to lead their own learning and improve engagement and motivation. Through play and other open ended tasks children can show their learning skills and knowledge, explore and creative.

Section 3

School Ethos

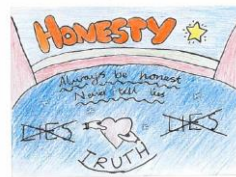
Our vision, values and aims for Mosshead Primary School have been created in conjunction with staff, pupils, the Parent Council and other partners.

Values

To create our Vision, Values and Aims we started with a list of what we felt were the most important values for everyone in Mosshead Primary. The values were voted on and 4 core values were identified.

Kindness
Friendship
Respect
Honesty

The Pupil Council held a competition to design pictures to represent these values. Below you can see the winning designs.

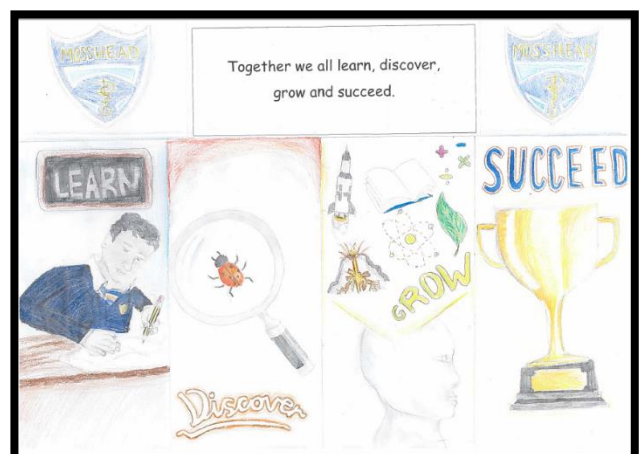
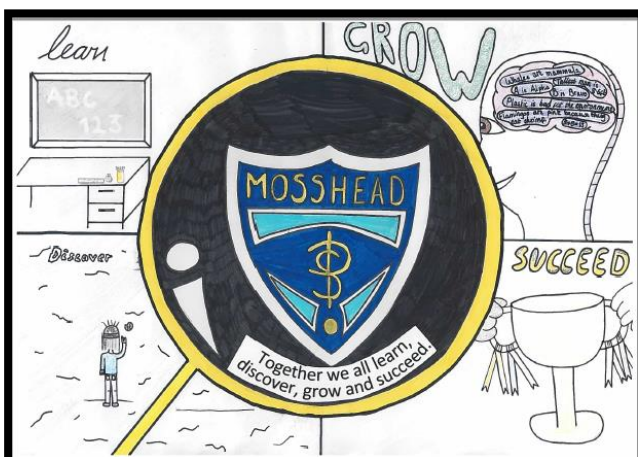


Vision

The Mosshead community worked together to create a vision statement which reflected the school and would be central to all of our work. After much discussion we decide upon:

**Together we all learn, discover,
grow and succeed.**

The Pupil Council held a competition to design pictures to help illustrate this vision. Below are our 2 winning designs.



Mosshead embraces Curriculum for excellence and the staff, parents and pupils decided that the aims of Curriculum should be those of the school. Some changes were made to the wording to help make these more accessible to younger pupils:

Mosshead Aims:

To support children to become successful learners, confident individuals, responsible citizens and effective contributors through:

- being self aware and developing relationships with others, in families and in communities.
- development of knowledge, skills and attributes that are needed to thrive in our interconnected, digital and rapidly changing world.
- supporting development of democratic citizens and respectful, active shapers of the world.

Adapted from Curriculum for Excellence Refreshed Narrative
<https://scotlandscurriculum.scot/>

Mosshead provides a curriculum in line with national advice and pupils are encouraged to be active in their learning and to make wise choices which will influence their lives in a positive way and will help shape the society we wish to build for the future. Our Professional Learning programme is key to helping us deliver very high-quality learning and teaching. We have a Digital Schools Award and were the first school in Scotland to be awarded the Cyber Security and Internet Safety Award. We have also achieved our Gold Sport Scotland Award as parent and pupils' views indicate a high priority on health, especially physical activity. We have achieved our Bronze Rights Respecting School award and are working towards Silver. We are also working towards a Reading Schools Award. We work with bodies such as Keep Scotland Beautiful, Fair Trade, Eco Schools, etc to help our pupils develop responsible, respectful attitudes towards the world they live in.

Our Standards and Quality Report, which highlights the school's major achievements, and our Improvement Plan are available on the school's website.

Promoting Positive Behaviour

School Behaviour Code

The Mosshead behaviour code is:

Responsible, Respectful, Safe.

When discussing behaviour we make reference to the school behaviour code 'Respectful, Responsible, Safe'. In each class, the children considered what behaviour should be like and class charters, created by the children, exemplify this code.

The design below was created by one of our pupils and is displayed on posters in every class and around the school.



It is important that children learn in a calm, well-ordered and stimulating environment where pupils, teachers and other members of school staff have mutual respect and consideration for one another.

In Mosshead Primary we strive to achieve this by promoting and rewarding positive behaviour with encouragement and praise rather than focusing on negative behaviour with criticism and sanctions. We strive to use restorative, solution orientated, nurturing approaches and throughout the school we operate a 'House' system which promotes positive behaviour and engenders a sense of belonging and pride in House, School and Community.

Our positive approach of encouragement and praise takes many forms:

- * a smile
- * a quiet word of praise
- * a written comment (sticker or stamper) on pupils' work
- * points awarded
- * a visit to another member of staff or the head teacher for commendation awarding of points, presentation of certificate at assembly.

Obviously, however, there is a need for sanctions from time to time which encourage pupils to consider more appropriate behaviour. Parental consultation and partnership is sought at an early stage if a pupil is demonstrating unacceptable behaviour.

Community

Mosshead Primary School places great importance on and prides itself on close links and partnership with parents and the local community. It has, throughout the years, been held in high esteem by everyone in the local community.

Pupils from P1 - P7 undertake topics to ensure that they know well the history, geography and social/economic factors which apply to their local area. We place great importance on forging close links with our local community.

We have a very strong bond with our local church, New Kilpatrick Church. Rev. Roddy Hamilton, our school Chaplain is a very regular and most welcome visitor to the school.

Mosshead builds partnerships with other community organisations which can support and add value to the pupils' experience. We have worked with Keep Scotland Beautiful and other organisations to support our Eco-Schools work, with UNCRC to support the work on rights-based learning, with Gavin's Mill to support learning about Fairtrade and with various businesses and partners to support our work around careers education/ developing the young workforce. We have support from Sustrans to support outdoor learning walks and bikeability. We seek out new partnerships and take part in community events including art competitions, quizzes and Bearsden Festival events.

Community facilities are available in the school and Brownies meet on Wednesdays.

Equal Opportunities For All

In East Dunbartonshire, all children and young people are entitled to participate fully in a learning community which promotes equality of opportunity and seeks to protect against all forms of discrimination.

The school believes that pupils and staff have the right to learn in a caring and safe environment. Staff will not tolerate any behaviour or attitudes which lead to staff and pupils being humiliated or harmed because of their age, disability, gender reassignment, marriage and civil partnership, [pregnancy and maternity, race, religion or belief, sex and sexual orientation.

The General Equality Duty was created by the Equality Act (2010) and replaces the race, disability, and gender equality duties. The duty came into force in April 2011 and covers age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion, or belief, sex, and sexual orientation.

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The Equality Act (2010)

The school is committed to the requirements of the Equality Act (2010) and as such we will have due regard to the need to:

- Eliminate discrimination, harassment and victimisation.
- Advance equality of opportunity between children and young people who share a characteristic and those who do not;
- Foster good relations between different groups.

The school will take cognisance of the Equality and Human Rights Commission's 'Technical guidance for schools in Scotland' in the development of its policy and practice.

[Technical guidance for schools in Scotland | EHRC \(equalityhumanrights.com\)](http://equalityhumanrights.com)

Development of Pupils' Spiritual, Moral, Cultural and Social Values

The school is committed to supporting the development of its pupils as whole people and as a result, wishes to encourage their development in spiritual, moral, social and cultural terms.

These key human aspects of learning are supported through the following arrangements by:

- Creating a school ethos which, in every way possible, gives value to these aspects of development, especially by providing an overall atmosphere that is both caring and challenging and which provides opportunities for the development of personal responsibility.
- Promoting social and moral learning through the way in which disciplinary issues are handled.
- Ensuring that staff and adults within the school provide positive models for pupils.
- Arranging regular gatherings of the school as a community and using such occasions to encourage and reinforce the values on which the school is based.
- Enriching the curriculum in all appropriate areas with an emphasis on spiritual, moral, social and cultural development.
- Providing opportunities within the curriculum to advance personal and social development.
- Providing a programme of religious education in which consideration will be given to responses to basic questions relating to the meaning, value and purpose of human life.
- Providing a programme of moral education.
- Taking every appropriate opportunity to acknowledge, value and appreciate the various cultures and heritage of the pupils and to encourage them to appreciate and value the cultures and heritage of others.

Child Poverty

The impact of poverty can have a significant effect on children's achievement and attainment. The Cost of the School Day is a national policy to help raise awareness of the financial barriers families with low income can face and how that can negatively impact on children and young people, especially with regards to their mental health and wellbeing.

In school, supports are in place to ensure barriers to accessing learning are removed and equitable access is in place for all, regardless of their family or carer's financial background.

If you have specific concerns, please contact the school to discuss as there are ways in which

support can be provided.
 For example:
 School uniform recycle
 Assistance with trips/outings
 Festivals and fundraising events

The Promise

East Dunbartonshire Council is committed to keeping The Promise and supporting our care experienced learners. The findings of The Independent Care Review (The Promise 2020) and documents produced by The Promise Scotland, including Plan 21-24, Change Programme 1, and Plan 24-30 including individual service briefings, have helped to inform the current plan and can be viewed here <https://thepromise.scot> It is crucial that, in order for The Promise to be kept, the calls to action as outlined within The Promise underpin all existing and future plans of support for children, young people and families within East Dunbartonshire.

UNCRC

East Dunbartonshire Council is committed to developing rights-based approaches in all education establishments. A rights-based approach ensures the articles of the convention underpin the ethos of the organisation and all policy and practice is developed under consideration of the United Nations Convention on the Rights of the Child (UNCRC).

Implementation of the UNCRC July 2024, ensures children and young people's rights are integral to every aspect of decision making, policy and practice in our schools and early years centres. Our pupil forum My Voice My Choice has members from all schools ranging from P6 to S4 year groups. Rights Respecting School Awards are undertaken by all our schools, which encompasses the entire school community.

We aim to:

- Ensure all schools and early years centres have clear guidance on children's rights; what they are and how they will be embedded in the life of the school/centre
- Support establishments working with children and young people to develop a positive and inclusive ethos and culture
- Ensure provision of information, training, advice and support to those working with children and young people as well as their parents or carers
- Provide leadership and ensure accountability through systematic monitoring and review of data
- Support effective partnership working across agencies to further the rights and wellbeing of children and young people

Promoting Positive Relationships, Behaviour and Learning in Education

In East Dunbartonshire's schools' the development of relationships and skilled support for children and young people to manage their behaviour is essential. The whole school community endeavours to create a caring, nurturing, optimum learning environment, which promotes creativity, whereby everyone feels empowered, supported, and loved.

This is a clear framework which can be used and adapted to support Relationships Policies in all schools and educational establishments.

East Dunbartonshire Council (EDC) is committed to providing a culture in the school community where all stakeholders including children, staff and parents feel included, respected, safe and

secure and where their achievements and contributions are valued and celebrated. Positive relationships should be encouraged and present throughout the whole school community where children and young people are involved meaningfully in decisions which affect them.

We aim to:

- Develop a shared vocabulary to reflect the language of inclusion.
- Develop the curriculum within an optimum learning environment which promotes creativity and flexibility to meet the needs of all. (Learning and Teaching Policy at school level and CIRCLE)
- Co-create and develop a culture and individualised approach to dysregulation, co-regulation, and self-regulation where everyone feels safe, respected, and listened to.
- Develop a school ethos, culture, expectation, and understanding of consequences that should be relevant and appropriate for the learner. This would include aspects of their behaviour and those impacted (positively or negatively) which will be created and consulted on by all stakeholders.
- To provide professional learning and development opportunities to the whole school community to build trusting relationships which support respect, confidence, and safety in our educational settings.

Anti-Bullying Policy

When dealing with and reporting allegations of bullying we will endeavour to:

- Ensure that all alleged incidents of bullying are taken seriously and managed appropriately.
- Ensure that a range of strategies are in place for dealing with alleged incidents.
- Work in partnership with parents to try to find solutions to incidents which involve their child.
- Maintain appropriate systems for recording alleged incidents which involve their child.
- Maintain appropriate systems for recording alleged incidents and ensure that the Authority's proforma for recording allegations of bullying is completed.

Anti-Weapons/ Knife Crime Guidance

East Dunbartonshire has issued anti-weapon/ knife crime guidance to schools. Parents and carers have a responsibility for ensuring that their child receives appropriate guidance, which should include educating them about the dangers of weapons. As well as stressing to young people that they should never carry a weapon, parents should encourage their children to share information when they know someone else is carrying a weapon.

Section 4

Curriculum for Excellence

Bringing learning to life and life to learning

The values, purposes and principles of the 3-18 curriculum in Scotland are set out in A Curriculum for Excellence. The curriculum aims to support children and young people to maximise their potential across four capacities to become successful learners, confident individuals, responsible citizens and effective contributors.

Curriculum for Excellence develops skills for learning, life and work, bringing real life into the classroom, making learning relevant and helping young people apply lessons to their life beyond the classroom. It links knowledge in one subject area to another, helping children to make connections in their learning. It develops skills which can enable children to think for themselves, make sound judgements, challenge, enquire and find solutions. Curriculum for Excellence prepares our children for a future they do not yet know and equips them for the jobs of tomorrow.

Curriculum for Excellence allows for seamless transitions, including from early years to primary, from primary to secondary and onwards to further education. Teachers and practitioners will share information to plan a child's 'learning journey' from 3-18, 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. All teachers are responsible for the development of literacy, numeracy and health and wellbeing.

Curriculum Areas

Expressive Arts – Art & Design, Drama, Dance and Music
 Health and Wellbeing
 Literacy & English
 Numeracy & Mathematics
 Religious and Moral Education (RME)
 Sciences
 Social Studies
 Technologies

All pupils in Mosshead Primary School strive to fulfil the four capacities within 'A Curriculum for Excellence'. Certificates for a wide variety of achievements are awarded by teachers and other staff and presented at assemblies to pupils who have shown themselves to be striving in that area.

You can read more about Curriculum for Excellence of the Education Scotland website.

<https://education.gov.scot/education-scotland/scottish-education-system/policy-for-scottish-education/policy-drivers/cfe-building-from-the-statement-appendix-incl-btc1-5/what-is-curriculum-for-excellence>

Our Successful Learners

Display

- enthusiasm and motivation for learning
- determination to reach high standards of achievement
- openness to new thinking and ideas

Are able to

- use literacy, communication and numeracy skills
- use technology for learning
- think creatively and independently
- learn independently and as part of a group
- make reasoned evaluations
- link and apply different types of learning in new situations



Our Responsible Citizens

Display

- respect for others
- a commitment to participate responsibly as a citizen within society

Are able to

- develop knowledge and understanding of the world and of Scotland's place in it
- understand different beliefs and cultures
- evaluate environmental and ethical issues



Our Effective Contributors

Display

- an enterprising attitude and determination
- resilience and self-reliance

Are able to

- communicate in different ways in different settings
- work in partnership and in teams
- take the initiative and lead others
- create and develop ideas and have the ability to solve problems



Our Confident Individuals

Display

- self respect
- a sense of physical, mental and emotional well being
- secure values and beliefs
- ambition

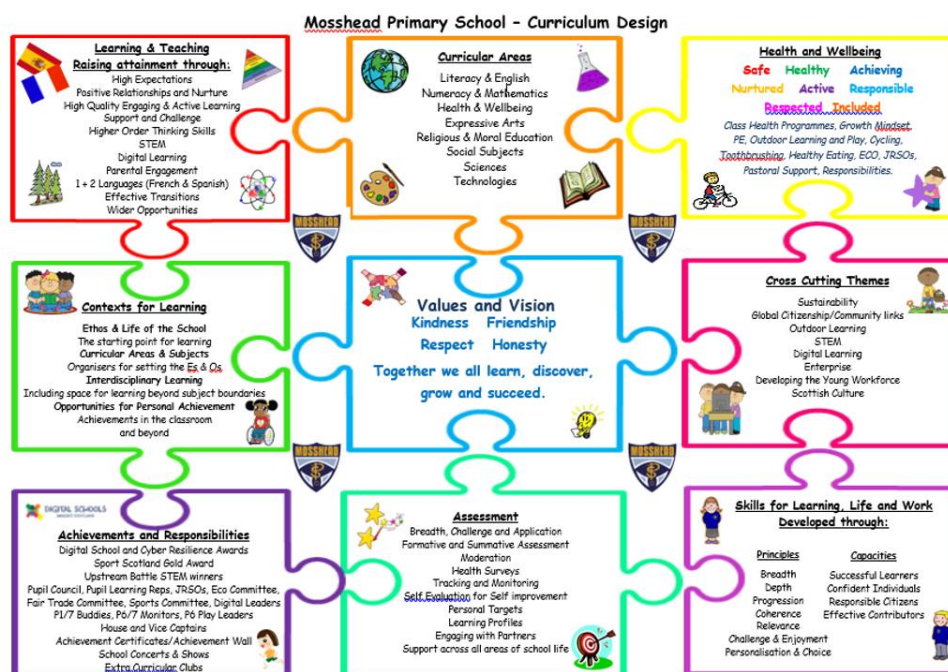
Are able to

- relate to others
- pursue a healthy and active lifestyle
- assess risk and make informed decisions
- achieve success in different areas of activity



Curriculum Design

In Mosshead we have worked collaboratively to design our curriculum design and our rationale which underpins our key values for learning and the development of the whole child. This can be viewed on our school website <http://www.mosshead.e-dunbarton.sch.uk/media/15331/mosshead-curriculum-rationale.pdf>



Language and Literacy

Language is at the heart of children's learning. Through language the children receive much of their knowledge and acquire many of their skills. We aim to provide structured and stimulating opportunities to use language in contexts appropriate to the needs of individuals and the world in which they live.

In the early stages the emphasis will be on talking and listening, since these are aspects of language that children bring to school.

As competence in reading and writing increases, the four components will move into approximately equal weightings.

Various commercial and school produced resources are used to support programmes of study.

Teachers seek opportunities for children to develop and apply Literacy skills across all curriculum areas, using outdoor learning and real life contexts wherever possible.



Listening and Talking

The pupils learn to listen by themselves and in groups for information, instructions and directions in a variety of different situations and for a variety of different purposes.

Other activities include practice and free talk, role playing, panel games, interviews, discussions and reports. Mosshead Primary recognises the importance of listening and talking in every subject. Our children are encouraged to listen carefully and to speak fluently and confidently.

Reading

Within a positive reading culture which values reading for enjoyment, children are taught to decode (read) words and to demonstrate that they understand the content of the text. In P1, using a variety of enjoyable activities and games, children will initially learn to recognise single initial sounds and

how to blend them together to form words. This skill will be applied to reading books both in school and at home. Children will also begin to build a basic sight vocabulary through exposure to a wide range of texts, developing print concepts to identify title, author, illustrator, etc.

Reading for enjoyment is encouraged at every stage of the school and a selection of both physical books and online reading resources is available to encourage regular reading for pleasure. Each class has a library containing an interesting and varied supply of fiction and non-fiction texts with reading material including non-fiction, plays, graphic novels, etc. A library of online texts is available using the Bug Club resource which children can access both in school and at home.

Reading skills are developed and used across all curricular areas. We have a wide range of fiction and non-fiction texts used to support literacy development. Infant classes use phonics readers, Storyworlds, Oxford Reading Tree texts, etc to help support their reading development. In P4-7, children further develop and apply reading skills, work collaboratively to explore class novels. They are taught to develop more complex features of texts, using comprehension skills to find and analyse information, examine the writer's message and study features of language. Pupils are encouraged to draw on a wide variety of types of reading in order to help them understand and appreciate a diversity of reading material.

At home you can help your child enjoy reading, improve his/her vocabulary and develop a greater understanding by –

Taking time to read to/with younger children. Talk to your child and share ideas, opinions and predictions as you read.

Chat to more independent/older children about what they are reading; discuss events and pictures in their stories. Ask your child:

'Why do you think that happened?'

'How do you think he/she felt when that happened?'

'What sort of person is?'

'What would happen if?'

'What is the main part of the story?'

'Does this story tell us anything about what we should or shouldn't do?' etc.

Be a reading role model; let your children see you reading and chat to them about your favourite genres of books.

Join the local library to increase your choice of books, both physical and online.

Writing

A range of writing skills across various genres are taught, monitored and recorded. The development of various types of writing is enhanced by programmes of study in phonics, spelling, punctuation, structure and handwriting. Writing skills are used across all curricular areas to allow application in real and relevant contexts.

Pupils are encouraged to present their work attractively and examples of written work can be seen throughout the school. Some pieces of written work are re-drafted by pupils allowing their final draft to be a well presented, polished piece of writing. Pupils also have the opportunity to word process their written work on the computer.

Children with dyslexic type difficulties will often make use of ICT to aid their writing. We use a range of applications including Clkr, Word processing, Dictate, etc to help support writing, especially in extended pieces of work.

Modern Languages

Learning a modern foreign language is an extremely valuable skill which we aim to teach throughout the school. At present we teach French across all classes in the school.

Children in P5-7 learn about Spain and learn some basic Spanish phrases.

This is part of the Scottish Government's vision to have all children learning 2 languages other than English by the time they leave Primary Education. (Language Learning in Scotland, A 1 + 2 Approach).

Numeracy and Maths

Maths is a tool used to aid investigations of the world around us and as a means of interpreting and recording information. An investigative, problem solving approach is encouraged throughout the maths curriculum. Subject areas are:

- Number, money and measure, which includes core skills of number bonds and times tables
- Information handling which includes reading and interpreting graphs
- Shape, position and movement which includes understanding 2-D and 3-D shapes and their properties



Much of our teaching and learning is active and games-based. Computer based programmes are used throughout lessons as well as our core resources: Teejay Maths, Heinemann Active Maths, Scottish Heinemann Maths, Leckie Maths and Maths Recovery strategies and resources. Numeracy contributes towards all areas of learning as it unlocks the wider curriculum. Being numerate increases opportunities in all aspects of life and lays the foundations of lifelong learning and work. Numeracy plays a key role across our school curriculum by developing students' abilities to calculate, to reason and to solve problems. Teachers seek opportunities for children to develop and apply Maths skills across all curriculum areas, using outdoor learning and real life contexts wherever possible.

Health and Wellbeing

Our programme of study for Health & Wellbeing helps pupils to develop knowledge of how to look after themselves by leading a healthy lifestyle, eating a healthy diet and by keeping themselves safe. A programme to support all areas of health and wellbeing has been developed. Parents will be notified before sensitive aspects of learning, e.g. Relationships, Sexual Health and Parenthood Education are started each year.

Our Health and wellbeing programme aims to enable pupils to make positive life choices and gives them the knowledge and skills to live confident, healthy, independent lives.



Physical Education

We aim to develop in our children a love of sporting activities encouraging them to develop their skills and competence across various disciplines including games, fitness, gymnastics and athletics. Through games skills, pupils prepare for popular sports and acquire team spirit, discipline and positive attitudes towards others. All classes have at least 2 hours of PE weekly.

The Senior Management Team and all school staff are fully committed to the promotion of health. As a Health Promoting School we consider the health and well being of our pupils and staff to be of paramount importance. We make every effort to provide a safe, happy, stimulating, healthy environment where staff and pupils thrive on a daily basis. We embrace a holistic approach to health in all that we do and encourage community involvement in all aspects of health promotion which is incorporated into our Health & Wellbeing, Science and Personal and Social Development curriculum. We work in partnership with parents, health services and the wider community to ensure that every effort is made to promote health and wellbeing. We link with our Active Schools co-ordinator and aim to run a variety of clubs, both sport and other activities, for all stages throughout the year.

Social Studies

This covers a variety of studies to help our children explore and discover the world about them past and present, near and far.

Through the experiences provided during Social Studies pupils should achieve knowledge and understanding of the environment. They should also develop positive attitudes to it and develop skills which will enable them to interact effectively with it.

Your child may visit museums, parks, castles, nature reserves etc. Visiting experts are also encouraged to come into the classroom to share their expertise and experiences with us.

The framework includes:

- People, Past Events and Societies
- People, Place and Environment
- People in Society, Economy and Business

Sciences

Through learning in the sciences the children will engage in a wide range of collaborative and investigative tasks which allow them to develop the important skills to become creative and inventive. The key concepts covered are:

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

Technologies

This provides scope for developing technological skills, knowledge, understanding and attributes through creative, practical and work-related activities.

The key areas covered are:

- Technological developments in society
- ICT to enhance learning
- Business
- Computing science
- Food & textiles
- Craft, design, engineering & graphics

Digital Technologies

Pupils develop digital skills through a detailed programme of study from P1-P7. Classes have timetabled slots to access our fully resourced I.C.T. suite and there are also desktops, laptops and/or ipads in every classroom along with an interactive whiteboard to enhance learning and teaching across all curricular areas.

Children use digital technologies to support and enhance their learning in all curricular areas. Examples of this include the use of online texts for reading, maths games to practice skills, presentations on various topics, coding to enhance problem solving and critical thinking skills and digital quizzes to assess knowledge and get pupil opinions.

Expressive Arts

Expressive Arts includes learning in Music, Art and Design, Dance and Drama.

Music

We aim to foster in our children an enthusiasm for and a love of music in the widest sense. Children will experience music through singing, playing tuned and untuned percussion as well as listening to a wide variety of music. Music making also plays an important part in the curriculum.

Our music scheme 'Sounds of Music' is designed to give progression from P1 - P7, to introduce skills, provide opportunities for creative work and provide enjoyment of music.

Music instructors in strings, brass and woodwind visit the school each week to teach small groups of pupils in P5 - P7.



Art

Our art programme encourages children to express themselves while giving them the opportunity to use a wide range of materials and to develop a range of techniques and skills. Classroom and corridor walls are a record of the variety of work that is done and the imagination and skill of our pupils.



Drama

Through activities planned in our programme of study for Drama, we aim to develop the children's skills in various aspects of drama and apply these in various contexts across the curriculum.

Dance

Pupils learn dance as part of their Physical Education programme. We use expressive dance, social dance and dance from other cultures to develop a range of skills in this area.

Religious and Moral Education

At Mosshead Primary School our Religious and Moral Education programme is wide spread covering moral and social values and the study of various religions. We have also linked rights based learning through this programme, looking at rights issues within different cultures across the world.

Much R.M.E. is implicit and is taught by fostering an ethos of care, consideration and respect for others in all aspects of school life.

In the development of pupils' spiritual, moral, social and cultural values our aim is to educate not to instruct. Based on national advice set out in S.O.E.I.D. circular 6/91 Scottish Government Schools Directorate Circular 1/2005 the Education (Scotland) Act 1980 and the Standards in Scotland's Schools etc Act 2000.

- * helps pupils towards a consistent set of beliefs, values, attitudes and practices
- * is concerned with the spiritual growth of the pupil
- * encourages pupils to become aware of a wide range of religious interpretations of personal experience
- * fosters attitudes of open enquiry and awareness of prejudice.

To help us study Christianity and other world religions we have developed a balanced programme.

Our School Chaplain, Rev. Roddy Hamilton visits the school on a regular basis. He holds assemblies with the children and visits particular classes to assist with topics. He also plays an active role in the life of the school, attending parties and adjudicating in competitions. He is always a very welcome visitor.

Parents who wish to exercise their right to withdraw their child from religious instruction and/or observance should contact the Head Teacher, in writing, and alternative arrangements will be made for your child.

We would be happy to discuss arrangements to provide religious education and observance for children from non-Christian religious groups.

Parents from minority and minority ethnic religious communities may request that their children be permitted to be absent from school in order to celebrate recognised religious events. Only written requests detailing the proposed arrangements will be considered. Appropriate requests will be granted on not more than three occasions in any one session and the pupil noted as an authorised absentee in the register. The school will provide several opportunities for religious observance in a school year, in addition to traditional celebrations central to the life of the school community.

Personal and Social Development and Citizenship

In Mosshead Primary School we believe that significant personal social and intellectual growth can be achieved in an environment where everyone feels valued.

We have in place a planned programme of study in Personal and Social Development and Citizenship to enable us to equip our pupils with the life skills to become effective citizens.

Much work in P.S.D. permeates everyday school life and is part of the 'hidden curriculum' within the school. Some examples of these are in our Mosshead Achievement Certificates, use of 'Circle Time', Buddies etc.



Learning Through Play and Investigation

In Mosshead Primary School play is an important means of a child's educational development. Children learn best when they are interested and by actively participating in activities - by 'doing' and by 'finding out'. Play therefore motivates children for learning. It is the child's way of growing and learning, of coming to terms with life and discovering themselves and their environment.

In the early stages play activities are designed to capture the attention and imagination of the children and to help them develop a wide range of skills which encourage good use of language and prepare children for other school subjects. The children learn to interact with each other and the teacher and develop social skills by listening, discussing, sharing, taking turns and considering others, at the same time early reading, writing and counting skills are developed. Learning through practical activities structured by the teacher continues throughout your child's primary education. As children progress through the school they start to develop skills in pupil enquiry, using an investigative approach to various areas of the curriculum and developing their skills in leading their own learning. They will make choices about what and how to learn, developing skills for life long learning.

Homework

East Dunbartonshire Council Education Service's Parental Engagement Strategy recommends that, 'in the primary stages, homework has a family learning approach rather than routine, rote tasks.' stating that *'Maximising children's learning is best facilitated by parents engaging in learning activities in the home, in tandem with similar critical instructions being received at school.'* (Crosnoe 2012)

Homework/Family Learning varies from stage to stage depending on the ability of the child. Some homework will be requested by teachers, e.g. spelling practice, and should be completed, where possible. There will be other optional tasks to promote family learning. Where a child has found a

particular concept more challenging and some additional home learning would be beneficial then the teacher will provide some targeted home learning to assist. Homework may include reading, number work and/or spelling relating to work in class, or seeking information for projects and discussion. Options for family learning will often be related to termly topics.

See our Family Learning policy for more information.

Extra Curricular Activities

We offer a range of after school activities, aiming to provide different opportunities a year for all classes. These are supported by staff, professional coaches and fully disclosed volunteers. Examples of clubs are football, netball, dance, art, choir, Forest Schools. Do you have skills and some time you could volunteer? Could you run a small club for gardening, art, music, chess, skipping, sewing, etc? We would love to hear from you and would be happy to discuss anything you feel you could offer to widen pupils' experiences and interests. If you are willing to either run a club or assist someone else who is running a club please contact the school office to let us know.

Educational Excursions

Each year Primary 7 children are offered a place on our residential excursion. This excursion enables children to develop a range of skills as they try out new challenges.

We write to parents as early as possible to inform them of the proposed educational activities undertaken, as well as potential costs and any relevant housekeeping arrangements. We ask that if you plan to send your child on the residential excursion, that you let us know of any potential concerns that may occur and attend any parent information evenings as they arise.

Parents are informed in writing of the full details before any excursion takes place; which will include, for example, the financial costs and accommodation. The school policy on mobile phones, which states that no pupil should carry a phone on their person, will be applied whilst on excursions. In the event of an emergency, staff carry a school mobile phone.

Educational excursions may be arranged throughout the year for all stages to enhance learning in school. You will be notified about these in advance.

Section 5

Assessment and Reporting to Parents

Assessment

Pupil assessment is an important aspect of school life. The main aims being:

1. To diagnose any areas of difficulty and get appropriate help.
2. To provide information on pupils' progress.
3. To communicate progress to parents.

Teachers use a range of assessment strategies to gather evidence of pupils' attainment. Assessment is planned in each area of the curriculum throughout the year. In addition, pupils may be assessed using a variety of standardised reading, spelling and mathematical tests, depending on the stage. The results of assessment inform next steps in learning. If concerns arise from assessments the school will contact parents to work together to support the child's learning.

Seesaw

To support parents to better understand what their child is learning in school we use an online platform called Seesaw. This allows us to share what is going on in class/ school and includes snapshots of children's work in maths, literacy and other areas of the curriculum. Teachers will also share targets the children will be working towards so parents can discuss these with their child/ children and provide additional support from home. Teachers aim to provide a weekly update for parents through Seesaw. Parents are encouraged to leave positive comments on their child's profile/ work on Seesaw.

We will continue to share learning and school activities through Twitter and we hope that this, in conjunction with Seesaw, help you to better understand your child's learning and provide you with opportunities to support their learning at home.

Reporting to Parents

Two arranged visits per session are held, during which parents are welcome to come and speak with the teacher regarding their child's progress. A written report is given in March each year but parents are encouraged to contact the school at any time to discuss points or problems which may have arisen. Please call or telephone and ask to speak to the depute head teacher or head teacher. Every effort will be made to arrange this meeting within a short period of time.

Liaising with and Involving Parents in their Child's Education

The Education Service is keen to ensure that it involves all parents appropriately and sensitively in their child's education. Under Education Law, "parents" include:

- Non-resident parents who are liable to maintain or have parental responsibilities in respect of a child;
- Carers who can be parents;
- Foster carers, relatives and friends who are caring for children under supervision arrangements;
- Close relatives, such as siblings or grandparents caring for children who are not "looked after and accommodated" by the local authority or are under home supervision (looked after) arrangements.

Everyone who is a “parent”(under Education Law) has the right to receive advice and information about their child’s education and take part in activities.

The Education Service will treat all parents equally. The exception to this is where there is a court order limiting an individual’s exercise of parental rights and responsibilities.

Schools collect information about a child’s family circumstances on an annual basis. Where family circumstances change during a school session, it is important that parents inform their child’s school of these changes.

Further information about how the Education Service seeks to work with parents is available in the publication Schools, “Parents” and “Parental Responsibility”: A briefing paper for schools and education support services under the management of East Dunbartonshire Council (2007).

This publication is available from schools or the Chief Education Officer who can be contacted at: East Dunbartonshire Council, The Marina, Strathkelvin Place, Kirkintilloch G66 1TJ

Tel: 03001234510

Section 6 Transitions and Enrolments

Early Learning and Childcare

East Dunbartonshire Council is committed to the provision of high-quality early learning and childcare experiences for children. We aim to provide places that meet the needs and demands of both children and families, offering accessible, flexible and affordable provision where possible. The [Early Years Admissions Policy](#) sets out the options available to parents, including location of early learning and childcare providers, the available hours, and the way that places are prioritised and allocated.

It is important to note that there is no automatic entitlement for a place in any East Dunbartonshire primary school following a funded place at any early learning and childcare provider / early years centre.

Early learning and childcare provisions are non-denominational. This means that all early years centres are open to children and parents of all religions and beliefs. Placement in the early years centre does not guarantee a place in the primary school.

Our early years centres provide places for children aged 3-5 and eligible 2-year-olds who meet qualifying criteria. Full details on delivery models within Local Authority Early Years Centres can be found on the [East Dunbartonshire Council website](#)

Funded places are available in local authority early years centres or with a Funded Provider. Funded Providers, include early learning and childcare providers in the private, voluntary, and independent sector, as well as childminders who are part of East Dunbartonshire Councils early years partnership framework to provide funded early learning and childcare.

The [East Dunbartonshire Council website](#) sets out clear information to guide the online application process for all funded early years places. Applications for 3- and 4-year-old places normally open on the first week of January and close on the last day of February each year. Applying before the closing date will give you the best chance to get the early years centre and pattern that you have requested, however, this is not guaranteed and all places are allocated as per the [Early Years Admissions Policy](#). Parents must upload a copy of their child's birth certificate, their council tax notice as proof of residency and a recent utility bill (gas, electric, broadband or TV licence) at the application stage.

Some two-year-olds are also eligible to access funded early learning and childcare, where their household meets Scottish Government criteria. The criteria can be found under the FAQ's section on the East Dunbartonshire Council Early Years webpage. Applications for a funded two-year-old place can be made at any time. When applying, parents are required to upload a recent confirmation of qualifying eligibility, a copy of their child's birth certificate, their council tax notice as proof of residency and a recent utility bill (gas, electric, broadband or TV licence). Eligible two-year-olds can start from the term after their second birthday, as per the Early Years Admissions Policy. Parents must also complete an application for their child's 3- and 4-year-old place.

East Dunbartonshire Council has some availability for parents to purchase childcare for children aged 3 months to two years, and for two year olds; [online applications can be found on the website](#).

Parents and carers have the legal right to defer their child's entry to primary school if their child's fifth birthday falls between the first day of the school term in August and the last day of the following February.

A change in Scottish Government legislation from August 2023 means that all children are automatically entitled to 1140 hours of funded early learning and childcare for their child's deferred entry year. [Applications for deferred entry and FAQ's can be found on the East Dunbartonshire Council website](#).

It is important to note that parents/carers who are applying for deferred entry for their child must also [register their child for Primary 1](#). The [Early Years Admissions Policy](#) provides the framework for allocation of early years places in local authority early years centres in East Dunbartonshire.

Please note: Children who have their fifth birthday between 1st March and the first day of term in August must start school. Exceptions are only made in extraordinary circumstances, and where it would be considered in the best interests of the child to further delay their school commencement date. This would normally only apply to children with significant additional support needs.

Registration and enrolment

Information on new school entrants can be found on the council's website, www.eastdunbarton.gov.uk. Enrolment is in November each year. Pupils should be registered in only one school for their catchment area. Information about the school, can be found on the school website. Parents who want to send their child to a school other than the catchment school must make a placing request. Parents of pupils who have moved into the catchment area or, who wish their child to transfer to the school should contact sharedservices.education@eastdunbarton.gov.uk

Before leaving an early years centre, a transfer of information record for each child will be prepared by early years practitioners to ensure a smooth transition and continuity of care and education for the child transferring to primary.

Primary School Admissions

When commencing Primary 1 education, your child will normally attend the local denominational or non-denominational Primary school (regardless of religion) and transfer from it, after Primary 7, to its associated Secondary school. Details of the catchment areas and boundaries can be obtained from Shared Services – Education by emailing sharedservices.education@eastdunbarton.gov.uk or calling 0300 1234510.

Enrolment dates will be set by the Education Service and the enrolment should be completed in November prior to the start of term in August. The authority will provide information on enrolments on the website, in the local press and early years centres advertising the date(s) for registration. Parents are asked to provide the relevant birth certificate(s) and proof of residency when enrolling their child(ren).

You are still required to enrol your child(ren) at your catchment school even if you do not wish him/her to attend that school.

You are still required to enrol your child(ren) at your catchment school even if you are also applying to defer their entry and take up an additional year of early learning and childcare.

Enrolment dates will be available through the East Dunbartonshire Council website at www.eastdunbarton.gov.uk.

Children eligible for enrolment are those whose 5th birthday falls between 1st March and the end of February the following year.

Secondary School Admissions

Transfer Information will be issued to Primary 7 parents in November each year. The registration application must be completed for all P7 catchment children in order for them to be included in the secondary school numbers for August. The registration form can be found on the East Dunbartonshire Council website at www.eastdunbarton.gov.uk.

If you wish your child to attend a secondary school other than the catchment denominational or non-denominational secondary school for your home address, you will be required to make a Placing Request as detailed in the Placing Request section below.

You do not need to submit a Placing Request if you want your child to transfer from a non-denominational secondary school or vice-versa at the primary to secondary transfer stage, as long as the intended secondary school is still the catchment school for your home address. Parents of children who are planning to change from denominational to non-denominational or vice-versa

between primary and secondary school should ensure that both the primary school and the intended secondary school know what is to happen.

Primary to Secondary Transfer

Visits to secondary schools are organised before the summer holidays and children from other catchment schools who will be attending the same secondary school will have the opportunity to meet and get to know each other and their teachers. For pupils with additional support needs visits in small groups may begin earlier in the year or other supports may be put in place depending on their needs. All parents will be provided with a chance to view the secondary school, hear an explanation of school life and have the opportunity to ask any questions they may have. Bearsden Academy is the secondary school which most Mosshead pupils transfer to and there is an extensive transition programme in place.

There is close liaison between Mosshead Primary School and Bearsden Academy. Regular meetings between staff from Mosshead Primary and Bearsden Academy take place to ensure a smooth transition from P7 to secondary education. Our P7 pupils attend Bearsden Academy for two full days in the summer term as part of this arrangement.

Contact details for Bearsden Academy can be found on their website
<http://www.bearsdenacademy.e-dunbarton.sch.uk/get-in-touch/>

Placing Requests

As a parent, you have the right to make a Placing Request for your child(ren) to be educated in a school other than the catchment school. Applications for Primary and Secondary Placing Requests to commence school in August will be considered following the application process detailed on the Placing Request section of the East Dunbartonshire Council website.

Every effort will be made to try to meet parental wishes, but you should note that it is not always possible to grant every Placing Request to a particular school. You should also note that a successful Placing Request for one child does not guarantee a successful one for another child. It may be, therefore, that a parent could end up with children at different schools.

Primary 1 children must also be enrolled at their catchment school using the registration process detailed on the East Dunbartonshire Council website whilst awaiting the outcome of their Placing Request Application. If the Placing Request is granted, the child's enrolment at the catchment school will automatically be withdrawn by the Education Service.

Placing Requests can only be approved when there are sufficient places remaining in the class after all catchment area children have enrolled and if staffing and accommodation at the school are able to meet the numbers of Placing Requests at that school. The Education Service can also reserve places in a class for future catchment pupils they expect to move into the area in the following school year.

If more Placing Requests are made for admission to a particular school than places available, these Requests will be prioritised according to East Dunbartonshire Council's Admissions Policy and requests will be accepted and refused accordingly.

Your Placing Request will be considered against a set of criteria which is set out in the Council's priorities for admission. Further information is available on the East Dunbartonshire Council website.

Any Placing Requests received after the 15th March for Primary and Secondary will not be considered in the first round of Placing Requests. Parents / Carers will be notified of the outcome of their request within 2 months of receipt your Placing Request.

As soon as a decision has been made, you will be notified of the result. If your Placing Request is successful, you will be asked to contact the school to establish arrangements for enrolment.

Parents should note that in cases where your child is currently in attendance at a primary school as a result of a successful placing request, there will be the need for a further request to be made to transfer to the secondary school associated with the primary school. Parents should, however, be aware there is no guarantee that any such request will be successful and therefore contact should be made with your local secondary school to inform them of your intention to request a place in a school of your choice. Parents are requested to contact the education office to clarify this position if they are unsure.

Mid-Session Transfers

You may make a Placing Request at any time during a school session. If your child is experiencing problems at school, you are advised to discuss the matter with the Head Teacher prior to making a Placing Request. Completing the application form does not guarantee a place for your child at your chosen school. Your Placing Request will only be granted if there are surplus places available at the school.

Transport for Placing Requests

If a Placing Request is successful, parents will be responsible for the safety and transportation costs of their child to and from their chosen school.

Section 7

Support for Pupils

In East Dunbartonshire Council we have our Including Every Learner Policies – Promoting Positive Relationships and Managing Behaviour that Challenges and Policy and provision for children and young people with additional support needs. These documents offer guidance and policy on ensuring the needs of all learners in our schools and early years centres are met.

Guiding Principles

- Presumption of mainstream includes a structure of universal and targeted support. This offers flexible access to both specialist support and mainstream schooling according to individual needs through a continuum of additional support needs provision
- Local, integrated and streamlined processes of assessment and decision making in full collaboration with learners and their families
- Increasing the capacity of staff to meet the needs of a broad range of learners at all levels of the continuum of support through Career Long Professional Learning (CLPL)
- Equity of access to Curriculum for Excellence through adaptations to the curriculum and learning environment to better meet the needs of all

Universal and Targeted Levels of Support:

Universal and targeted planning for children and young people should be proactive and solution focused. A whole school and classroom ethos and culture should include strategies that support all children.

Provision across all establishments focuses on developing and supporting the whole child and this includes having: safe and nurturing environments; strong relationships; an ethos of inclusion; emphasis on care and welfare; breadth of experience; and partnership working.

The curriculum within all early year's centres, primary and secondary schools is focused on providing a meaningful, engaging and challenging experience for all learners. The curriculum in all sectors is based on the underlying principles of Curriculum for Excellence, which sets out an entitlement to access:

- A coherent curriculum from 3 to 18;
- A broad general education to the end of S3;
- A senior phase including qualifications;
- Opportunities for skills for life, learning and work with a focus on literacy, numeracy and health and wellbeing;
- Personal support to enable learners to gain as much as possible from the opportunities of Curriculum for Excellence; and
- Support in moving to a positive and sustained destination beyond school.

Additional resources provided within the mainstream context offer a high level of support for learners with additional support needs. This ensures appropriate learning pathways are mapped out addressing the entitlements of Curriculum for Excellence and linked to the agenda for Developing the Young Workforce. Education for learners can be provided as a blend of activity through access to mainstream classes or day-to-day activities that the school community is engaged in such as assemblies, celebrations, charity events etc. A core element of this provision focuses on literacy, numeracy, and health and wellbeing with targets being set as part of each action plan and reviewed in accordance with guidelines.

Most learners with additional support needs are educated within one of the mainstream early year's centres, primary or secondary schools. If a learner is identified as having additional support needs, then a rigorous process of assessment, planning and support is put into place.

There are several resources which mainstream schools and early years centres can draw on to meet learners' needs. For example, every establishment has a Circle Adviser who is an established member of the teaching staff who is provided with training and ongoing support from a multi-agency team - led by educational psychology and a member of the ASN team. While every establishment will use their Circle Adviser differently, it is expected that they will provide support for learners with additional support needs in the areas of language and social communication. The role of the Circle Adviser may include: sharing training materials with staff, facilitating training, supporting communication to parents/carers and supporting individual staff members using existing school/early years centres structures (e.g. Pupil Support Group/Support for All Group).

The Council aim is for all school staff to be nurture informed, and for all teachers and support for learning assistants to be nurture skilled. In addition, education staff who provide targeted support or intervention for learners will be trained to enhanced level in nurture.

Consideration is given to assessment of a child's wellbeing, and any barriers to learning, including social and communication issues. Identification of a child's barriers to learning supports the planning process for the child including simple adaptations or changes to the learning context. For example, a child may be offered access to small group work, a sensory area to support specific learning needs, or language and communication friendly approaches can be incorporated into the environment.

Every secondary school has a suite of resources including a Guidance staff team, an ASN Hub, Wellbeing Support Resource and Support for Learning Department to support learners and meet their wellbeing needs.

Some learners may need additional support to that provided at universal level, and Early Years Centre staff may conduct a more detailed wellbeing assessment with a focus on all wellbeing indicators (Safe, Healthy, Achieving, Nurtured, Active, Respected, Responsible and Included). This level is termed targeted support – in this case, staff develop an Action Plan which contains succinct, individualised and time limited targets that specify work to be done both by Early Years Centre staff and any other supports from professionals within the education department, such as the educational psychologist or outreach teacher. Some learners require further support from agencies out-with education, such as Speech and Language Therapists or assessment by a Community Paediatrician. The identified agencies may agree to provide specific assessment reports and support for a period of time, and this would be set out in an action plan.

Targeted Intervention Tier 2 provision:

Education staff have an excellent understanding of their learners, any barriers to learning and how to support them. They provide individual educational programmes designed to meet their specific needs and are continually looking at ways to develop practice to improve outcomes. This cycle of planning, review and evaluation is likely to include strong partnership working with a range of more specialised services which can provide advice and targeted support as necessary.

Some learners benefit from a timetable that offers a combination of access to specialist support and mainstream. This type of support is offered from primary to secondary stages. The balance of mainstream to specialist support is based entirely on the assessment of the profile of learning needs. East Dunbartonshire Council has a continuum of support for learners requiring targeted support, these are reviewed and planned for each individual alongside professionals, parents/carers and the child/young person themselves – TAC (Team Around the Child).

Learners who may require to additional resources could be experiencing:

- specific language difficulties (expressive or receptive)
- difficulties in the area of social communication
- significant difficulties with focus and attention

- significant learning needs
- self-regulation and self-care needs

For some learners, additional support is required from other specialist resources which offer outreach support. Requests for outreach to support the child within their mainstream school are made to the Locality Liaison Groups (LLGs). There are two LLGs - one for the localities of Bearsden, Milngavie and Bishopbriggs and another for the localities of Lenzie and Kirkintilloch. The purpose of the LLG is to allocate outreach services to support current placements in mainstream.

Outreach support involves a specialist teacher becoming involved with a learner for a time-limited period. The process of outreach generally involves observation of the learner within the education setting and consultation with the learner, parents/carers and professionals involved. Outcomes of this process include the identification of changes to the learning environment and learning and teaching approaches which will enhance the learner's ability to access the curriculum. The underlying approach is that the outreach service should support establishments in developing their capacity to meet learner needs. This should be effective and sustainable in supporting inclusion in mainstream provision.

Targeted Intervention Tier 3 provision:

Learners who have support needs that require a higher level of support in provision that offers a much higher ratio of staff to learners and highly specialised teaching approaches. This is termed targeted intervention and is offered in Tier 3 establishments. Learners who attend primary and secondary school (Tier 2 or 3) placement are referred to the GIRFEC Liaison Group (GLG). The GLG is the decision-making forum for all specialist placements.

East Dunbartonshire Council's policies, procedures and practices relating to children and young people with additional support needs are in line with the Education (Additional Support for Learning) (Scotland) Act 2004 which place duties on education authorities and provide rights for parents of children with additional support needs and young people with additional support needs.

The Education (Additional Support for Learning) Act 2004/2009 places duties on local authorities to provide access to independent mediation for resolving disputes with parents and carers of children and young people with additional support needs when or if they arise. East Dunbartonshire Council uses Resolve Scotland. For further information go to www.resolvemediation.org.uk

Advocacy

Parents/carers and eligible children/young persons also have the right to have a supporter or an advocate to present their case at any meeting with the school or Education Authority, in relation to the exercise of the Education Authority's functions under the Education (Additional Support for Learning) (Scotland) Act 2004.

My Rights My Say

Enquire: www.enquire.org.uk 0845 123 2303

Scottish Independent Advocacy Alliance, www.siaa.org.uk, 0131 510 9410

Take Note: National Advocacy Service for Additional Support Needs (Barnardo's in association with the Scottish Child Law Centre) www.sclc.org.uk, 0131 667 6633.

At some point in their school life, many children may experience difficulties which will result in additional support needs. Our Pupil Support Group, comprising Head Teacher, Depute Head Teachers, Principal Teacher and Educational Psychologist, meet regularly to review the progress and support needs of children. Children may need support due to learning difficulties, family difficulties or other factors. The decisions taken by the group are then implemented in class, across the school or occasionally through consultation with specialist schools or agencies. Parents and carers are involved in all decisions regarding their children. Some pupils with additional support needs may require a Co-ordinated Support Plan and some may simply require short term targets.

If you feel your child requires additional support academically or pastoral please don't hesitate to

contact the school. Miss Lennon, DHT, will be the main contact for P1-3 and Miss Smyth, DHT, will be the main contact for P4-7.

Supporting Families Service

The core purpose of this service is to provide support to families in developing their skills and confidence in their parenting and to provide services to children to enhance their development and learning. Examples of the services available include group parenting workshops, bespoke 1 to 1 support and advice. Services also include holiday a play scheme for children and young people with additional support needs as well as our Snack and Play holiday programmes for children who meet certain criteria. If you wish to find out more about any of the services please contact the team by emailing: parenting@eastdunbarton.gov.uk. A member of the team will be in touch.

Protecting Children and Young People

In 2021, the National Child Protection Guidance was updated to adopt a strengths-based approach incorporating children's views and ensuring effective collaboration with families.

The guidance embeds the UNCRC, the Promise and principles of GIRFEC as part of the continuum of preventative and protective support.

"Abuse and neglect are forms of maltreatment. Abuse or neglect may involve inflicting harm or failing to act to prevent harm. Children may be maltreated at home; within a family or peer network; in care placements; institutions or community settings; and in the online and digital environment. Those responsible may be previously unknown or familiar, or in positions of trust. They may be family members. Children may be harmed pre-birth, for instance by domestic abuse of a mother or through parental alcohol and drug use".

(National Child Protection Guidance, 2021, p.12)

Within East Dunbartonshire, all adults have a shared responsibility to keep children and young people safe and as far as possible, protection from abuse, neglect, and exploitation. Children need support to keep themselves safe. Adults and professionals must work together with families and carers to enable children and young people to grow up in a safe and secure environment.

The Child Protection officer in school will be either the head teacher or depute head teacher and there are clear processes in place to enable practitioners, or others to report any aspect of suspected abuse or maltreatment.

Education staff are required to assist in the protection of children by:

- Creating and maintaining a positive and caring ethos
- Developing health and personal safety programmes
- Being observant of children's needs, views, and concerns
- Reporting and recording concerns about the welfare or safety of children
- Monitoring and supporting children in co-operation with relevant professionals, parents and carers.

Education staff cannot keep secret any allegations or concerns about child abuse, even if a child or adult request this. Information or concerns that a child may be at risk of harm must be passed on to protect the child or young person. Staff will always treat the matter sensitively, and with dignity and information will only be passed to those who need to know to protect and support the child or young person.

If parents or others have concerns for any child, they can speak to the Head Teacher/Child Protection Officer about this. They can also contact social work services and/or the police.

When a member of staff, a child or another individual provides information and the Head Teacher considers that there is a possibility that a child has been harmed or is at risk of harm, the Head Teacher is required to immediately contact social work services to discuss the circumstances and agree the immediate action to be taken. School staff are then required to co-operate with any subsequent enquiries or support plans.

Every education establishment or service has copies of the East Dunbartonshire Council Child Protection Procedures and Guidance. These are available for reference from the Head Teacher. On

the Mosshead School website you can see a 'Let's Focus on Safeguarding' booklet which details our procedures in a simple format.

Additional Support Needs

As with all local authority schools in Scotland, this school operates under the terms of the Additional Support for Learning Act (2009) and its accompanying Code of Practice. Further details of the policies and procedures can be found on the East Dunbartonshire Council website, and the school's Additional Support for Learning Co-ordinator will be able to outline the support that can be offered in school. The additional support may be through additional adult support or through a change in the environment, the learning or other tools to help support your child in school.

Working with other agencies and professionals – for example, Social Work Services, Educational Psychology Service, National Health Service and parents – decisions are made with regards to the best possible education to meet the needs of the child within the resources available.

Parents, carers and children with additional support needs can also seek independent advice and support through:

Enquire: www.enquire.org.uk, 0845 123 2303

Scottish Independent Advocacy Alliance, www.siaa.org.uk, 0131 260 5380

Take Note: National Advocacy Service for Additional Support Needs (Barnados in association with the Scottish Child Law Centre) www.sclc.org.uk, 0131 667 6633.

Specialist Support Service

The Additional Support for Learning Team makes provision for children and young people who have a range of additional support needs. The service comprises of teachers who work in the pre-5, special, primary and secondary sectors. Staff in the team work in partnership with staff in the establishments to plan and deliver an appropriate curriculum. The service also provides staff development and advice on resources.

The teams support the additional needs of:

- children with a significant hearing and or visual impairment;
- bilingual learners who are at early stages of learning spoken English;
- looked after and accommodated children and young people who are experiencing difficulties in school;
- children who have language and communication difficulties
- children who have social, emotional or behaviour needs
- children at early stages of primary school who have a developmental coordination disorder along with attention difficulties;
- young people who attend special provision units; and
- pre-5 children who have been identified as having significant support needs.

Pastoral Support

In Mosshead pastoral support is provided by all staff. Pupils are mainly supported by their class teachers and support staff working with their stages but Miss Lennon, DHT P1-3, Miss Smyth, DHT P4-7 and Mrs Law, HT, also provide pastoral support for children across the school as needed. Sometimes pastoral support can be provided within the classroom but at other times children need some additional adult time away from their class. Parents are encouraged to inform the school about any matters which they feel may impact on their child so the school can do everything possible to provide support.

The following organisations provide advice, further information and support to parents of children with additional support needs.

These organisations are identified under The Additional Support for Learning (Sources of Information) (Scotland) Amendment Order 2011 as:

- (a) Children in Scotland: Working for Children and Their Families, trading as “Enquire – the Scottish advice and information service for additional support for learning”, a charitable body registered in Scotland under registration number SC003527;
- (b) Scottish Independent Advocacy Alliance, a charitable body registered in Scotland under registration number SC033576; and
- (c) Scottish Child Law Centre, a charitable body registered in Scotland under registration number SC012741

Promoting Wellbeing, Protecting and Safeguarding

The Scottish Government introduced Getting it Right for Every Child (GIRFEC) as a programme of change, reaching across all children and adult services in the public and voluntary sectors in Scotland, to achieve better futures for all of our children, young people and their families. It builds from universal health and education services and drives the developments that will improve outcomes for all children and young people.

We want all our children and young people to be fully supported as they grow and develop into successful learners, confident individuals, effective contributors and responsible citizens. We believe they should be: Safe, Healthy, Active, Nurtured, Achieving, Respected, Responsible and Included. These are the eight indicators of wellbeing.

The Getting It Right approach is about how practitioners across all services for children and adults meet the needs of children and young people, working together where necessary to ensure they reach their full potential. This approach, based on the United Nations Convention for the Rights of the Child, is:

- Child focused, ensuring that the child and family are at the heart of decisions and supports;
- Based on a holistic understanding of wellbeing;
- Early interventionist to tackle needs as soon as they appear; and
- Joined up, to ensure services work together.

It is the entitlement of every child to be supported throughout their education. The Wellbeing Pathway provides a continuum of support from universal to targeted and ensures practice is underpinned by a shared understanding of wellbeing and in the dignity and worth of every individual child/young person.

Teachers plan experiences and assess progress in learning, and for most children this is sufficient. From time to time, however, approximately one fifth of learners may experience developmental or environmental difficulties which impact on their ability to learn. For most, modifications can minimise the impact of such difficulties and learning can proceed. These modifications are described as differentiation and in most cases teachers will differentiate as part of normal teaching and learning, without the need for intervention from promoted staff.

Within East Dunbartonshire schools, teachers employ the following model to provide a clear, structured pathway for learners.

- Modifying Content – use of learning materials at different levels
- Modifying Process – varying the length of time children take to complete a task
- Modifying Product – giving children choice in how to express ideas or required learning
- Modifying Learning Environment – giving children areas to work which suit their learning styles

Staff record differentiated approaches in their short and long term plans and ensure that the results of differentiation are clearly documented within evaluations of teaching and learning.

Where intended progress does not take place, the child/young person's needs are considered within the next stage of the Wellbeing Pathway, Targeted Support.

When a wellbeing concern has been brought to their attention, the pupil support coordinator will consider the following questions in relation to the eight wellbeing indicators:

- What is getting in the way of this child or young person's wellbeing?
- Do I have all the information I need to help this child or young person?
- What can I do now to help this child or young person?
- What can my agency do to help this child or young person?
- What additional help, if any, may be needed from others?

All pupils who are considered for Targeted Support, access this through their Pupil Support or Support for All Group. This ensures that staff comply with duties in the Children and Young People (Scotland) Act 2014 and the Additional Support for Learning (Scotland) Act 2004 as amended.

All assessments to determine the need for Targeted Support fully involve the views of the child and parents.

Child Protection and Safeguarding

Abuse and neglect are forms of maltreatment of a child. Somebody may abuse or neglect a child by inflicting, or by failing to act to prevent, significant harm to the child. Children may be abused in a family or in an institutional setting, by those known to them or, more rarely, by a stranger. Child protection" means protecting a child from child abuse or neglect. If a child's wellbeing is considered to be at risk, relevant information must always be shared. It is our public responsibility to protect children. Anyone who suspects child abuse or neglect should contact East Dunbartonshire Council Social Work Advice and Response on 0141-777 3000, or the Police. Each school has a designated Child Protection Coordinator, who will work with other professionals, children and where appropriate, families to safeguard children. The name of the Child Protection Coordinator should be displayed prominently within the school.

Section 8

School Improvement

Attainment and Achievement

Monitoring performance and using the resulting information to secure improvement is an important part of the work of Head Teachers, school staff and officers within Education Services. Information is gathered from school staff, parents, pupils and other stakeholders to evaluate our work. Every year each school publishes a Standards and Quality report which highlights the school's major achievements. The school then sets priorities for the following year. The Standards and Quality report can be found on our school website <http://www.mosshead.e-dunbarton.sch.uk/school-info/standards-quality>

Our priorities for 2025-26

No	Improvement Priority	Target
1	Meta-skills <ul style="list-style-type: none"> Increased learner knowledge and confidence in identifying, applying and evaluating the meta-skills through: <ul style="list-style-type: none"> high quality play experiences high quality STEM experiences high quality PEBL (Pupil Enquiry Based Learning) experiences 	2025-28
2	Framework for Equity and Literacy <ul style="list-style-type: none"> Improve attainment in literacy through closing an identified gap using the Equity in Literacy Framework document 	2023-25
3	The Circle Framework <ul style="list-style-type: none"> Children will be better supported through staff understanding of inclusion and additional support needs. Improved Classroom Environments for Children. Improved Approaches for Supporting Children using the Circle Framework. Improved Participation. 	2024-26

For information on progress towards previous improvement priorities, please consult the Standards and Quality Reports, available on the school website.

A detailed School Improvement Plan can also be found on the school website <http://www.mosshead.e-dunbarton.sch.uk/school-info/improvement-plans>

The ScotXed Programme

Education Authorities, the Scottish Government and its partners have, for many years, collected information about pupils on paper forms. The information is now transferred electronically through the ScotXed programme.

The following explanation has been provided directly by ScotXed:

Transferring Educational Data About Pupils

The Scottish Government and its partners collect and use information about pupils in schools (e.g. the number and characteristics of pupils, their attendance, absence and exclusions, their attainment and their destination when leaving school) to help to improve education across Scotland. This note explains why we need this information, how we use it and what we do to protect the information supplied to us.

Why do we need your data?

In order to make the best decisions about how to improve our education service, Scottish Government, education authorities and other partners such as the SQA and Skills Development Scotland need accurate, up-to-date data about our pupils. We are keen to help all our pupils do well in all aspects of school life and achieve better examination results. Accurate and up-to-date data allows us to:

- plan and deliver better policies for the benefit of all pupils
- plan and deliver better policies for the benefit of specific groups of pupils
- better understand some of the factors which influence pupil attainment and achievement
- share good practice
- target resources better
- enhance the quality of research to improve the lives of young people in Scotland

Data policy

Information about pupils' education is collected through our statistical surveys in partnership between the Scottish Government and Local Authorities through the ScotXed Programme which aims to help schools and Local Authorities by supporting efficient collection, processing and dissemination of statistical information. The Scottish Government then provides analysis of the data to support research, planning, management and monitoring of education services as well as to produce National Statistics publications.

Education data within Scottish Government is managed effectively by secure systems and is exploited as a valuable corporate resource, subject to confidentiality restraints. As part of its data policy, Scottish Government will not publish or make publicly available any information that allows individual pupils to be identified, nor will data be used by Scottish Government to take any actions in respect of individuals. Data is held securely and no information on individual pupils can or would be made publicly available by Scottish Government.

The individual data about pupils in schools collected by Scottish Government through statistical surveys is used only for the statistical and research purposes for which it is collected.

Your data protection rights

The collection, transfer, processing and sharing of ScotXed data is done in accordance with the Data Protection Act (2018). We also comply with the National Statistics Code of Practice requirements and other legislation related to safeguarding the confidentiality of data. The Data Protection Act gives you the right to know how we will use your data. This note can give only a brief description of how we use data. Fuller details of each individual ScotXed survey, including the purpose of each and the published data, can be found on the ScotXed website

(<http://www.gov.scot/Topics/Statistics/ScotXed>). Pupil names and addresses (other than postcode) are never collected in any ScotXed statistical survey.

Scottish Government works with a range of partners including Education Scotland, Skills Development Scotland and the SQA. On occasion, in order to help meet our aim of improving the life of young people in Scotland, we may make individual data available to partners such as the National Registers of Scotland to carry out research relating to the national population census and also to academic institutions and organisations to carry out additional research and statistical analysis which helps inform policy development and contributes to improving outcomes for Scotland's people. In order to carry out this research to support better decisions, policy making and practice, data may be linked to information from other sources.

Any sharing or linkage of data will be done under the strict control of Scottish Government, and will be consistent with our data policy and the National Data Linkage Guiding Principles. This will ensure that no individual level data will be made public as a result of the data sharing and that these data will not be used to take any actions in respect of an individual. Decisions on the sharing or linkage of data will be taken in consultation with relevant colleagues and individuals within and outwith Scottish Government. At all times pupils' rights under the Data Protection Act and other relevant legislation will be ensured.

Concerns

If you have any concerns about the ScotXed data collections you can email the Head of Schools Analysis, Mick Wilson, at mick.wilson@scotland.gsi.gov.uk or write to Education Analytical Services, Area 2D, Victoria Quay, Leith, EH6 6QQ.

Section 9

School Policies and Practical Information

Copies of school policies can be accessed on the school website.

School Uniform

It is the policy of the Education Committee to encourage pupils to wear an acceptable form of school dress as determined by Head Teachers, Parent Councils and parents. In encouraging the wearing of school dress, account must be taken of any proposals to prevent any direct or indirect discrimination on the grounds of race or gender. Any proposal will be the subject of widespread consultation with parents and pupils.

Parents are asked to co-operate with the school in encouraging the wearing of the school uniform. The uniform was agreed in consultation with parents, pupils, staff and the Parent Council. It incorporates a range of popular items of dress, e.g. sweatshirts, T-shirts. Wearing school uniform contributes to a positive school ethos and helps avoid discrimination and reduces peer pressure to wear expensive designer clothing. A school's reputation can also be enhanced in the local community by the wearing of school uniform and school security will be improved as it will be easier to identify intruders.

The appropriate clothing and footwear for PE is a T-shirt, shorts and gym shoes with non-marking soles. These are necessary for health and safety reasons and your co-operation is requested to ensure that pupils are equipped to participate in the PE lessons. Please note there is a requirement that all jewellery is removed prior to undertaking physical education activities. This is East Dunbartonshire Council Policy.

Please ensure that all items of clothing are clearly labelled, particularly ties, sweat shirts and PE kit which are often lost. A protective apron or an old shirt should be worn for art and craft activities. Please help the school and the education authority by making sure that pupils do not bring valuable or expensive items of clothing to school.

Offensive clothing such as T-shirts or other items painted with obscene language or illustrations are not permitted. Football colours are also inappropriate as they can lead to incidents of rivalry.

Under no circumstances will pupils be deprived of any educational benefit as a result of not wearing uniform and, in particular, pupils will not be denied access to examinations as a result of not wearing school dress.

Some families may be eligible for school clothing grant and free school meals. Information on criteria and the application form for this can be found at www.eastdunbarton.gov.uk under School Clothing Grants and Free School Meals. Approval of any requests for such grants made by parents in different circumstances is at the discretion of the Chief Education Officer.

If you have any queries regarding the school's dress code, please contact the Head Teacher.

At Mosshead Primary we do have a recommended school dress which consists of:

Girls

Grey/black skirt, pinafore or trousers
White polo shirt
Blue sweatshirt
Blue or Grey cardigan
White shirt & school tie
White, grey or black socks
Black or grey tights
Black shoes

Boys

Grey/black trousers
White polo shirt
Blue sweatshirt
White, grey shirt & school tie
Grey jumper
Grey or black socks
Black shoes



Buying your Mosshead Uniform

The Mosshead Primary School uniform is available to purchase online from the suppliers noted below. To place an order simply complete the online order form and submit it. Your order will be delivered directly to your chosen address.

Primary 7 pupils are strongly encouraged to wear a shirt and tie in their final year of primary school. A smart shirt and tie highlight the important role P7's have as school ambassadors. Wearing a shirt and tie will also help prepare the P7's for their transition to S1.

School ties can be purchased from the School Office for £5 each. All other uniform items can be ordered via SchoolwearMade Easy - the link is available on our uniform page on the school website.

<http://www.mosshead.e-dunbarton.sch.uk/school-info/uniforms>

Many unbranded items can be purchased in supermarkets and other clothing stores which may help to reduce costs.

Meals

School Meals

We know that maintaining a healthy diet is linked to a happy and active lifestyle. By eating a school meal provided by East Dunbartonshire Council's School Meals Service your child is guaranteed a balanced nutritious meal to keep them healthy and alert throughout the school day.

The meals are freshly cooked on a daily basis by our skilled staff who care about food and your child's wellbeing. Our staff will help your child to make balanced choices. The meals meet the Scottish Government's nutritional regulations.

Any Special diets or allergies should be discussed with the school.

Meal prices are reviewed annually. Please contact the School to be advised of the current price.

Free School Meals

From January 2022 all P1-P5 pupils are entitled to a Free School Meal. This is universal and in line with the Scottish Government Guidelines.

Some families may also be eligible for school clothing grant and free school meals. Information on eligibility criteria and the application form for this can be found at www.eastdunbarton.gov.uk under School Clothing Grants and Free School Meals.

In Mosshead a cashless catering system is in place. Details of this will be provided when your child starts school.

Children can have a cafeteria lunch or bring a packed lunch to school. No cans or bottles should be brought. Children's packed lunches should be healthy with no more than one 'treat' per day either for break or lunch.

AWARENESS RAISING – ALLERGIES

We have several children in our school who have extreme allergies and through good practice, we endeavour to keep them safe on a daily basis. We ask for whole school parental assistance in continuing to make our school environment as safe as possible for all our children and staff. It is important that pupils do not bring food containing **nuts or seeds** to school. Such foods include hummus, pesto, hazelnut chocolate spreads, peanut butter, cereal bars and some confectionary items. Whilst this list is by no means exhaustive, we appreciate your ongoing vigilance and support in this matter.

TRANSPORT

(a) General

It is a parents' responsibility to ensure their child arrives at school and returns home from school in a safe and responsible manner. In order to assist parents in getting their child of school age to school safely and on time, the Education Authority has a policy of providing free transport to primary pupils who live one mile or more from their catchment primary school by the recognised shortest walking route. This policy is more generous than the law requires. This means that the provision of transport could be reviewed at any time. Parents who consider they are eligible should obtain an application form from the school or education office or www.eastdunbarton.gov.uk. These forms should be completed and returned before the end of February for those pupils beginning school in August to enable the appropriate arrangements to be made. Applications may be submitted at any time throughout the year but may be subject to delay whilst arrangements are made.

Chief Education Officer has discretion in special circumstances to grant permission for pupils to travel in transport provided by the authority where spare places are available and no additional costs are incurred. This is known as concessionary travel and parents are required to submit concessionary travel applications each year in the period June – July to ensure that consideration can be given to their request for concessionary transport for August.

Parents should obtain an application form from the education office or www.eastdunbarton.gov.uk.

(b) Pick up Points

Where free transport is provided it may be necessary for pupils to walk a certain distance to the vehicle pick-up points. Walking distance in total, including the distance from home to the pick-up point and from the drop-off point to the school in any one direction, will not exceed the authority's limits (see above paragraph). It is the parent's responsibility to ensure their child arrives at the pick-up point on time. It is also the parent's responsibility to ensure the child behaves in a safe and acceptable manner while boarding, travelling and alighting from the vehicle. Misbehaviour could result in your child losing the right to free transport.

(c) Placing Request

The education authority does not provide transport for those pupils in receipt of a placing request other than in exceptional circumstances.

In the case of early entry requests, if the child is offered a place in his/her catchment area school, transport will be provided in accordance with the council policy stated above.

Adverse Weather Conditions

Driver's Responsibilities

- In adverse weather conditions drivers MUST liaise with Head Teachers to ensure the safety of the children.
- In periods of snow and ice the driver must use his discretion to decide if a road is passable or not. He should endeavour to choose a route which gives the greatest number of children a reasonable chance of getting to school safely.
- At their own discretion drivers may abandon a morning journey and return all pupils already picked up to their homes and inform the relevant Head Teacher concerned. See bullet point below.*
- On homeward journeys pupils shall only be set down at their normal vehicle set down point. If there is a possibility that the vehicle will be unable to take the pupils to that point, contingency plans should be made with the Head Teacher.
- In the event that transport cannot continue due to blocked roads or any other obstruction, children will be instructed to stay in the vehicle until rescue can be organised.

Strathclyde Partnership for Transport/East Dunbartonshire Council's Responsibilities

- SPT will contact a Senior Officer within EDC to advise of difficulties with transport.
- Senior Officer will contact Head Teacher/s.
- Head Teachers to contact parents, where possible by text message, (at peak times there may be delays due to volume across local authorities).
- In the event of journey being abandoned, Head Teachers will advise the driver of any change to normal home address.
- At the beginning of every session, the school should update the contact details for all parents guardians for pupils accessing school transport. This will allow school office staff to inform parents/guardians immediately of changes due to adverse weather.
- If the inclement weather is continuous, the school will update their website on a daily basis.

Parental Responsibilities

- To ensure child/children are at designated pick up point (please note that in adverse weather this may differ from original point, Head Teacher will advise).
- If concerns regarding bus arrival, contact bus operator and/or school.
- Parents should ensure that they notify the school of any changes to their contact details.
- If they have not already done so, parents are advised to register for the text messaging alert system within their child's school.
- Where inclement weather is present and it is probable that the current pick up point is unlikely to be accessed, parents should take a common sense approach and their child/children should be taken or directed to the closest accessible pick up point within a reasonable distance.

Medical and Health Care

Parents are informed of routine medical and dental examinations and of opportunities to have their children immunised and tested for vision and hearing defects.

Parents must inform the school in writing of any particular medical requirements for their children.

Confidential "Emergency Contact" forms are issued to parents and it is requested that they return these to the school at the earliest opportunity. The information contained therein is used to contact the parents should their child take ill or an accident happen. In the event that a parent cannot be contacted quickly, the school will act in the best interests of the child to obtain the necessary medical attention.

Parents should provide the school with sufficient information about their child's health care needs and treatment. Where necessary, this information should be updated annually or more frequently if there is a change in circumstances. Where there is concern about whether the school can meet the pupil's needs or where the parents' expectations appear unreasonable, the Head Teacher should seek advice from the school nurse or doctor and, if required, the Chief Education Officer.

DATA PROTECTION ACT 2018

East Dunbartonshire Council will process your child's personal data in compliance with the Data Protection Act 2018 and all other relevant legislation. The Council may share your child's personal data with other Council services and public agencies to support the delivery of services to promote the health, safety and

well-being of children and young people. For full details of how we will use your data please visit - www.eastdunbarton.gov.uk/council/privacy-notices

Accessing Your Child's Pupil Records

Parents have a legal right of access to their child's core education records, regardless of the age of their child. These are the records held within your child's Personal Pupil Record (PPR). Parents do not have a general right of access to all records that mention their child. To access your child's file, please apply in writing to the Head Teacher.

A child has a legal right of access to all records held about them. This includes records that may be held outwith of the PPR. If a child is aged 12 or over and can show suitable maturity and understanding they may exercise this right of access through a request to the Head Teacher in writing. If your child is aged 11 or younger, or is not considered to have suitable maturity or understanding, then a parent may make an application on their child's behalf for access to all records. The table below summarises who may access what records through writing to the appropriate Head Teacher.

AGE OF CHILD	CHILD'S LEGAL RIGHTS	PARENT'S LEGAL RIGHTS
Under 12	A child's parent or guardian may apply on the child's behalf for access to all records.	Right of access to core education record (PPR)
12 and older	If able to show suitable maturity and understanding, the child may apply for access to all records	Right of access to core education record (PPR) No legal right to all records unless acting as child's representative because child is unable to show suitable maturity or understanding.

Freedom of Information (Scotland) Act 2002

The Freedom of Information (Scotland) Act gives individuals a statutory right to the unpublished "internal" information and records held by Scottish Public Authorities such as East Dunbartonshire Council and its schools. Individuals have already used this legislation to find out about policy, procedures and how particular decisions have been reached. If you would like to use this legislation to access particular information please write to the Head Teacher, and subject to certain conditions and exemptions, you will receive a full response within twenty working days of receipt of the request.

Please note that you cannot access personal information on staff or pupils under this legislation. To access personal information about your own child, please see the section 28 on Accessing Your Child's Pupil Records.

Use of Photographs and Video Film Involving Pupils

The school will seek permission from parents to photograph/video pupils for internal purposes within the school, for Council publicity materials and/or for press/media related activities. If a pupil's image is being used on any webpage or on a webcam, parents will be asked for express consent as this image has the capability of being viewed by any person with Internet access world wide.

Pupil photographs will be held with the school's Management Information System (SEEMIS), parents will be asked for consent.

School Campus No Smoking Policy

With the introduction of the Smoking, Health and Social Care (Scotland) Act 2005 and the Prohibition of Smoking in Certain Premises (Scotland) Regulations 2006, East Dunbartonshire Council now operates a no smoking policy across all authority's school campuses. Any person accessing the school must refrain from smoking in any of the school campus areas.

Pupil Use of Mobile Phones in School

There have been many concerns raised by Head Teachers, staff and parents about the extensive use of mobile phones by pupils and the associated risks of such use while in school.

The Education Committee of East Dunbartonshire Council as a result of these concerns, agreed that each school should have the power to set its own policy in relation to pupil use of mobile phones in school.

All establishments will incorporate the following points into their policy:

1. Schools will discourage, and will also advise parents to discourage, pupils from bringing mobile phones to schools.
2. Parents will be advised that East Dunbartonshire Council will not accept liability for the loss or damage of mobile phones which are brought into the school or school grounds by pupils.
3. If pupils bring mobile phones to school, the phones must remain switched off while the pupils are in class. Head Teachers will have the power to extend the switching off of mobile phones by pupils to the whole school building and also to the school grounds.
4. Where a pupil is found by a member of staff to be using a mobile phone outwith the policy of the school, the phone will be confiscated. When a phone is confiscated, a receipt will be passed to the pupil by the relevant member of staff, in order that the pupil can present the receipt at the end of the school day to uplift the phone.
5. If a pupil is found taking photographs or video footage with a mobile phone of either other pupils or staff, this will be regarded as a serious offence and the Head Teacher, depending on the circumstances, will decide on an appropriate discipline. In certain circumstances, the pupil may be referred to the Chief Education officer. If images of other pupils or staff have been taken, the phone will not be returned to the pupil until the images have been removed.

East Dunbartonshire are currently revising their mobile phone policy and this will be shared when available.

Appointment of Adults to Voluntary Child Care Positions

In order to meet a legal obligation under the Protection of Children (Scotland) Act 2003 and as part of the policy in respect of child protection, the Council has introduced a policy to ensure that any individual who is appointed to a voluntary child care position is not fully listed on the Disqualified from Working with Children List.

This policy, which requires any adult appointed to a voluntary child care position, to undergo a criminal background check to ensure their suitability. The policy applies in particular to:

- parent volunteer helpers in schools who are considered to have regular contact with children and young people;
- parents and co-opted members of parent councils;
- parent members of local parent-teacher associations;
- elected members serving on committees relating to the development of children's services;
- any other individual working in a voluntary child care position within a service managed by East Dunbartonshire Council.

The policy builds on East Dunbartonshire Council's Child Protection Interagency Guidance (2002) which underpins all child protection work undertaken by local authority services. It also complements the Council's policy on the leasing of council premises to organisations which provide activities and services to children and young people.

