



# Welcome to Wallace Hall 2-18 School

*Together we grow, learn and achieve*

**School Handbook**  
**December 2020**





# Contents

Contents.....	3
1 Welcome from The Head Teacher .....	4
2 School Aims and Vision.....	5
3 School Ethos.....	5
4 School Information .....	6
5 Staff Information .....	7
6 Contact Us .....	10
7 Pre School Education.....	11
8 The School Day.....	12
9 School Uniform .....	13
10 School Meals.....	15
11 School Transport.....	17
12. Positive Behaviour and Celebrating Success .....	18
13 The Curriculum .....	21
14 The Wider Curriculum .....	31
15 Parental Involvement and Engagement.....	38
16 Profiling, Assessment and Reporting .....	43
17 Support for All.....	45
18 Moving to the Academy and Leaving School.....	50
19 School Improvements.....	55
20 Health and Safety .....	56
21 Useful Links .....	58
Appendix A - Primary Uniform Guidelines.....	59
Appendix B - Academy Uniform Guidelines .....	60
Appendix C - Wallace Hall ELC and Primary ClassDojo Guidelines .....	61

# 1 Welcome from The Head Teacher

Dear Parent /Carer

Welcome to our school handbook. Whether you are reading this as current or prospective pupils or parents, I hope that you will find something in this publication which reflects the true nature of the school.

This handbook is based on the normal picture for how things work at Wallace Hall. However, due to the situation we are in currently with the COVID-19 pandemic, we are aware that there will be some differences in practice, to what you read in this document. If you would like details on those changes with regards to a specific topic, please contact the school and we would be happy to provide that information. There is a COVID tab on our school website where you can also get further information.

Our school motto is "Together we, grow, learn and achieve" and it is our aim to ensure that we provide a safe, happy environment where all learners can enjoy the school experience and be challenged and supported to reach their full potential. We believe that our aims are best met when parents, teachers and the local community work together to provide an enjoyable, challenging and relevant education for all our young people. We are fortunate to have an excellent range of facilities across our 2-18 campus and we welcome new and prospective parents to come and experience all Wallace Hall has to offer first hand.

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

Annual Plan which are to give our pupils the best possible start in life, protect the most vulnerable pupils and thus achieve our overarching goal of ensuring that all our pupils achieve a positive and sustained destination upon leaving school.

I hope you enjoy reading our handbook. We also have a school website which contains additional information and which is updated regularly. This can be accessed on [www.wallacehall.co.uk](http://www.wallacehall.co.uk).

If you have any other questions, please do not hesitate to contact us via the school office by telephone on 01848332120 or by email on [gw08officewallace@ea.dumgal.sch.uk](mailto:gw08officewallace@ea.dumgal.sch.uk).

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



Barry Graham  
Head Teacher



## 2 School Aims and Vision

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

**Our motto is:** "Together we grow, learn and achieve".

**Our strategic vision statement is:**

"A clear purpose and local, national and international ambitions. To be the sector leader, pursuing excellence, and be at the forefront of educational innovation, making sure all of our learners are well prepared to meet the challenges of the 21st century."

**Value:** What a community or group judge to be important.

We judge these to be of great importance:

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

**Aims:** What we try to achieve – our strategic objectives.

**Our strategic objectives are:**

- Pupil focus – our main focus is to deliver a 2-18 education which builds on positive relationships and meets the needs of all learners.
- Striving for improvement – simplifying our priorities so we can focus resources to meet the needs of all our young people.
- Innovation and creativity for the future – supporting and enabling staff, pupils, parents and other stakeholders to focus on clear priorities which will have a positive impact on students, enhance relationships and promote ways in which different stakeholders can work together.

## 3 School Ethos

Our eight capacities support the positive long-term impact we strive to make. As well as meeting our purposes, this means working positively, encouraging good practices within the different parts of the 2-18 school and providing support and challenge for the benefit of all the young people.

This also means creating a culture of inclusion within our school – supported by innovative and collaborative working from pupils, staff, parents and our community.

Our eight capacities are:

**Collaboration:** pupils, parents and staff should be able to work constructively in collaboration with others.

**Citizenship:** pupils, parents and staff will show a sense of citizenship and contribute responsibly to their school and community.

**Communication:** our learners, staff and parents should be able to communicate clearly and express thoughts, feelings and ideas.

**Critical Thinking:** pupils, parents and staff should be able to think critically, analysing information and ideas to form reasoned judgement and views based on evidence.

**Creativity:** pupils, parents and staff should be creative, trying to generate and express new ideas and this is a key employability skill.

**Compassion:** pupils, parents and staff should be able to show compassion and understanding of others' feelings and ideas.

**Composure:** pupils, parents and staff should show composure, remaining calm and developing reasonable solutions.

**Curiosity:** pupils, parents and staff should always be curious, willing to ask questions and exploring new ideas and theories.

## 4 School Information

**Head Teacher:** Mr Barry Graham

**School Address:**

Station Road  
Thornhill  
Dumfriesshire  
DG3 5DS

**Telephone No:**

Academy: 01848 332120  
Primary and ELC: 01848 332140

**School email:**

Academy: [gw08officewallace@ea.dumgal.sch.uk](mailto:gw08officewallace@ea.dumgal.sch.uk)  
Primary: [gw08officewallacehal@ea.dumgal.sch.uk](mailto:gw08officewallacehal@ea.dumgal.sch.uk)

**Denominational Status:** Non-denominational

**Parent Council Chairperson:**

Mrs Louise Cochran

**Parent Council Email:**

[wallacehallparentcouncil@gmail.com](mailto:wallacehallparentcouncil@gmail.com)

**Parental Involvement Information:**

<https://www.dumgal.gov.uk/schools>

**Parentzone Scotland**

<https://education.gov.scot/parentzone>

**School Roll**

ELC: 33  
Primary 1–7: 165  
Secondary: 523

**Communicating with home**

**Website:** [www.wallacehall.co.uk](http://www.wallacehall.co.uk)

**Facebook:**

<https://www.facebook.com/WallaceHallAcademy/>

**Twitter:** <https://twitter.com/WallaceHallSch>

**Instagram:** @wallacehallsch

**Groupcall Messenger:**

Groupcall Messenger is the package we use to send out information out to parents.

We use Groupcall text for daily absence alerts, bus issues, school closures and any urgent information messages.

Letters, study support information, reports and all other school documents are sent out via Groupcall email.



**Wallace Hall Academy,  
Primary & ELC**

*"Together we grow, learn and achieve"*

## 5 Staff Information

### Head Teacher 2-18 School

Mr Barry Graham

### School Support Manager 2-18 School

Mrs Diane Jarvie

### Office Staff 2-18 School

**Office Manager:** Mrs Alice Bainbridge

Mrs Alison Anderson

Miss Jen Graham

Miss Emelye Kerr

Mrs Jillian Maxwell (Primary)

Mrs Kathleen Waugh

### School Lets Officer

Miss Emelye Kerr

### Cook-In-Charge 2-18 School

Mrs Alison Kennedy

### Head Cleaner 2-18 School

Mrs Carron Oram

## Primary Staff

### Depute Head Teacher

Mrs Anna Meredith (ELC/P1-P3)

### Acting Depute Head Teacher

Mrs Cathy Mackenzie (P4-P7)

### Nursery Manager

Miss Laura Weir (Nursery Manager)

### Class Teachers

P1 Miss Makala Purves

P2 Mr Andrew McNay (Mon)

Miss Astrid Lyttle (Tue-Fri)

P3 Mrs Caroline Young

P4 Mrs Sarah Hannah (Mon-Tue)

Mrs Rachel Henderson (Wed-Fri)

P5 Mrs Lynn Smith

P6 Mrs Suzanne Renwick (Mon-Wed)

Mr Andrew McNay (Thu-Fri)

P7 Mrs Penny Graham (Mon-Thurs)

Mrs Denise Johnston (Thu-Fri)

### RICCT

Mrs Cathy Mackenzie (Tue-Wed)

Mr Andrew McNay (Tue-Wed)

Mrs Anna Meredith (Thu)

Ms Emma McDonald (Thu)

Mr Bob Law (PE and RICCT Tue pm, Thu)

### Restart and Recovery

Mrs Gail Renaud (Mon)

### Additional Support for Learning

Mrs Fiona Campbell (ASfL + PEF)

Ms Morag Raphael (ASfL)

### PE Specialist

Mr Bob Law (P.E.)

### Support Staff ELC/Primary

#### Nursery Nurses

Miss Judi Park (Depute Nursery Manager)

Mrs Eilidh Clingan

Miss Susannah McDonald

Mrs Wilma Marchbank

Miss Suzy McGinley

### Trainee Early Years Support Assistant

Miss Jill Edgar

### Learning Assistants

Ms Margaret Blackadder

Ms Janet Gray

Mrs Heather Harkness

Miss Claire Ritchie

### Playground Supervisor

Miss Jen Graham

### Janitor

Mr Jim Wood

### Crossing Patrol Officers

Mrs Helen Reid

Mr Thomas Hill

## **Academy Staff**

### **Depute Head Teacher**

Mr John Blair

### **Depute Head Teacher**

Mr Euan Mack

### **PRINCIPAL TEACHERS OF PUPIL SUPPORT**

Mrs Kerry Fraser (Cairn)

Mrs Lauren Robertson (Nith)

Mr Adam Torbett - Acting (Scaur)

### **ADDITIONAL SUPPORT FOR LEARNING**

**Principal Teachers: Mrs Aileen Marchant and Mr Euan Laverty (Acting)**

### **Behaviour Support/Learning Support**

Mrs Margaret Davies

Mr Euan Laverty

Mrs Aileen Marchant

Mrs Linda Jardine (Teacher of Visually Impaired)

Mrs Jane Green (Restart and Recovery – Wed)

### **BIOLOGY, CHEMISTRY, PHYSICS**

**Principal Teacher: Dr Ray Fulton**

#### **Biology**

Mrs Leah Belford

Mrs Kim McVeigh

Mrs Andrea Weir

#### **Chemistry**

Mrs Joanne Hunter

Mrs Kerry Simpson

#### **Physics**

Dr Ray Fulton

Mr Sean Dawson

### **DESIGN AND TECHNOLOGY**

**Principal Teacher: Mr Neil Corrigan**

Mr Neil Corrigan

Mr James Lees

Mr Martin McKenna

### **ENGLISH, MODERN LANGUAGES, LITERACY**

**Principal Teacher: Mrs Jane McMillan**

#### **English**

Miss Katy Brown

Ms Jane Carson

Mrs Jane McMillan

Mr Jamie Pape

Mrs Lauren Robertson

#### **Modern Languages**

Mrs Elaine Bruce

Mrs Kavi Linh

### **EXPRESSIVE ARTS**

**Principal Teacher (Acting): Mrs Tracy Collins**

#### **Art**

Mrs Jozien Black

Mrs Tracy Collins

#### **Drama**

Mrs Gerry Griffin

#### **Music**

Mr Nick Riley

### **MATHS, BUSINESS EDUCATION, ICT WITH RESPONSIBILITY FOR EMPLOYABILITY**

**Principal Teacher: Mr Sean Bell**

#### **Mathematics**

Mr Sean Bell

Mr John Blair

Mrs Elaine Bruce

Mrs Carol Cannon

Mrs Carol Graham

Miss Poying Ho

#### **Business Education**

Mr Grahame Arrowsmith

Mrs Kerry Fraser

Miss Finlay Park

#### **Employability**

Mrs Joanne Hunter (DYW Co-ordinator 0.2FTE)

Miss Gillian Watret (Restart and Recovery – Mon)

### **PE, HE, HEALTH & WELLBEING**

**Principal Teacher: Miss Sarah Hennessy**

#### **Physical Education**

Mr Euan Laverty

Mr Euan Mack

Mr Steven Rae

Mr Jack Steele

#### **Home Economics**

Miss Sam Barrick

Miss Sarah Hennessy

### **GEOGRAPHY, HISTORY, MODERN STUDIES & RELIGIOUS EDUCATION**

**Principal Teacher: Miss Emma Stuart**

#### **Geography**

Mr Neil Miller

#### **History**

Mr Alan Harley

Mr Adam Torbett

## **Academy Staff (cont.)**

### **Modern Studies**

Mr Barry Graham  
Miss Emma Stuart  
Mr Adam Torbett

### **Religious Education**

Mr Glyn Wilson

### **Support Staff Academy**

### **Learning Assistants**

Mrs Jane Chalmers  
Mrs Hazel Harvey  
Mrs Lynne Kennedy  
Mrs Laura McAulay  
Mrs Val McNeil  
Mrs Shona Robertson  
Mrs Gail Sims  
Ms Nicole Steggles  
Mrs Rachel Templeton

### **Library Assistant and PA to Head Teacher**

Mrs Caroline Menzies

### **PEF**

Mrs Anne Marie Wood (Admin. Officer)  
Mrs Val McNeil (Learning Mentor)

### **Team for Visually Impaired**

Mrs Anne Marie Flannighan (Communicator)

### **Technicians**

Mrs Sarah Dalglish (Science/Whole School)  
Mr David Simpson (Design & Tech/Art/Whole School)  
ICT support from BTS Technicians

### **Janitors**

Mr Jim Murdoch  
Mr Robert Patterson

### **Autism Outreach Team**

Mr Robert Dickson  
Mr Paul Riding

### **SDS Careers Adviser**

Andrea Zavaroni



## 6 Contact Us

### If you need to find out something

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

### If you have concerns

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

In the Primary or ELC your initial contact is one of the Depute Head Teachers.



**Kerry Fraser**  
PT Pupil Support  
Cairn



**Lauren Robertson**  
PT Pupil Support  
Nith



**Adam Torbett**  
Acting PT Pupil Support  
Scaur



**Barry Graham**  
Head Teacher 2-18



**Euan Laverty**  
Acting PT Additional  
Support for Learning



**Aileen Marchant**  
PT Additional Support  
for Learning



**John Blair**  
Depute Head Teacher  
Academy



**Euan Mack**  
Depute Head Teacher  
Academy



**Cathy Mackenzie**  
Acting Depute Head  
Teacher Primary  
P4-P7



**Anna Meredith**  
Depute Head Teacher  
Primary  
(ELC/P1-P3)

### If you have a complaint

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

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

## 7 Pre School Education

Wallace Hall ELC was opened in August 2010. Three year olds are entitled to funding from the beginning of the Summer, Christmas and Spring term only following their third birthday. Enrolment dates and times are advertised in the local press and on social media but generally these take place in March/April.

The ELC has a separate handbook which will be issued to parents prior to them starting.

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

Our ELC aims:

- Together we grow, learn and achieve: to develop happy, engaged and confident individuals.
- To provide a happy, secure, well-ordered and stimulating environment for all the children.
- To encourage the emotional, social, physical, creative and intellectual development of the children.
- To encourage positive attitudes to self and others, developing confidence and self-esteem.
- To encourage pupils to have a caring and empathetic attitude towards each other and to develop a sense of responsibility and social awareness towards the community.
- To create opportunities for children to learn through play and to encourage children to explore the world, stimulate their interest and imagination and to encourage a curious and enquiring mind.

- To ensure there is challenge and enjoyment, progression, depth, breadth, relevance, coherence, personalisation and choice for all young learners.
- To foster supportive and effective home and ELC links.

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



## 8 The School Day

### The Nursery Day

Nursery is open from: 8am until 6pm

All nursery children are entitled to 1140 hours of ELC per year, 30 hours per week during term time.

Please note Wallace Hall ELC is only open during term time.

### Primary School Day

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

The Daily Mile usually takes place during the afternoon. More information can be found here: <https://thedailymile.co.uk/>.

The Primary playground is supervised from 8.40am.

The morning playtime is from 10.45am until 11.00am. The Health and Wellbeing of all the children at Wallace Hall is a top priority and we encourage all the children to eat healthy snacks and be active at playtimes. Please provide your child with a healthy snack. Examples include fresh or dried fruit, vegetable sticks and rice cakes.

Our friendly playground supervisor looks after the children at playtime and lunchtime with the help of our Learning Assistants and DHTs. Learning Assistants and Office Staff are responsible for first aid accidents/injuries.

Weather permitting, children play outdoors at breaktime. Please can you ensure that your child comes to school suitably dressed for the weather conditions. On very wet days, pupils are supervised in their classrooms and are expected to play quietly and sensibly. P7 pupils help with younger children during wet playtimes.

### Assemblies

Assemblies usually take place on a Monday and a Friday morning. Assemblies are times for the Primary school to gather together and may involve classes presenting their learning, marking special occasions or events, learning about the Wallace Hall 8Cs and our shared values, and celebrating pupils' achievements.

Primary 7 children are involved in leading and presenting assemblies.

In recognition of their efforts during the week, pupils are presented with certificates to celebrate progress and achievement, for demonstrating the 8Cs, for achieving a new Accelerated Reader status and Times Tables Rocks Stars Awards.

### Academy School Day

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

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

Timings of our school day are as follows:

Monday	
Period 1	9.15-10.02am
Period 2	10.02-10.49am
Breaktime	10.49-11.04am
Period 3	11.04-11.51am
Period 4	11.51-12.38pm
Period 5	12.38-1.23pm
Lunchtime	1.23-2.03pm
Bag collection	2.03-2.05pm
Period 5	2.05-2.55pm
Period 6	2.55-3.45pm
Tuesday-Friday	
Period 1	9.15-10.10am
Period 2	10.10-11.05am
Breaktime	11.05-11.20am
Period 3	11.20-12.15pm
Period 4	12.15-1.10pm
Lunchtime	1.10-1.52pm
Bag collection	1.52-1.55pm
Period 5	1.55-2.50pm
Period 6	2.50-3.45pm

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

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

## 9 School Uniform

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

### Primary School Uniform/Dress Policy

The colours for Wallace Hall Primary are grey and navy blue. The school sweatshirts and cardigans are navy blue with a green logo and can be purchased from the school office. The sweatshirts and cardigans cost £9 – £10.50. They are comfortable and practical and provide a sense of belonging for the pupils both in school and on outings. In addition, we have turquoise polo shirts which also have the school badge and cost £8-£10. Soft shell jackets are available for £20. Please note that sweatshirts and polo shirts do not have to be purchased from the school office and can be purchased from other shops without the logo. Please see the Primary School Uniform Guidelines (Appendix A – [page 58](#)) for pictorial examples of the Wallace Hall Primary uniform.

Please provide your child with a 'paint shirt' (an old shirt or overall with sleeves is ideal) to be worn when any art work or messy activity is going on in class.

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

- Shorts
- T-shirts (no football tops)
- Plimsolls or trainers are both acceptable, however trainers do offer more support and grip. In the younger classes, gym shoes should be Velcro or elasticated.
- Weather permitting, we will be outside as much as possible so your child can also bring a tracksuit top and/or bottoms.

Please clearly mark all items of clothing and footwear with your child's name.



## Academy School Uniform/Dress Code

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

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

The basic school wear is:

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

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

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

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



## School Clothing grants

The award of clothing grants is to assist with the cost of school clothing for families who are on a qualifying benefit or on low income. The current award is £134 per child. Guidance and more information is available at:

<http://www.dumgal.gov.uk/article/15246/Schoolclothing-grants>.

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

The Education and Learning Directorate state that they are committed to supporting families through their Anti Poverty Strategy. Details of this can be found at:

<https://www.dumgal.gov.uk/tacklingpoverty>.

## School Uniform Bank Project

Schools should also make parents aware of the School Uniform Bank Project.

Donation and Collection. Information can be found at: <https://www.dumgal.gov.uk/article/15246/> under the heading School Uniform Bank – Free Clothing Support.



# 10 School Meals

## School Meals

In Dumfries & Galloway Council, Economy, Environment and Infrastructure, Facilities Management – Catering Services, are bound by The Schools (Health Promotion and Nutrition) (Scotland) Act 2007, which means they create a balanced nutritious menu over any one week. By following these guidelines Facilities Management – Catering Services:

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

This has resulted in a service which provides and promotes:

- Freshly prepared meals using seasonal ingredients conforming to British welfare standards
- Healthy food choices with a restriction of certain foods high in fat, salt and sugar

## Special Dietary Requirements

Facilities Management – Catering Services provide special dietary requirements for food allergy and intolerances; medically prescribed diets; or diets for religious or cultural reasons including specific meals for children of different ethnic origin. Simply ask the school for a registration form to allow us to inform the catering team who will discuss your child's requirements in full.

**It would be beneficial for all children who have an allergen, food intolerance or special diet to register.**

Dumfries and Galloway Council and Facilities Management –Catering Services would like to thank you for your continued support in encouraging your child to have a school lunch.

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

## Free School Meals

Free school meals are provided for all pupils in Primary 1, 2 and 3 as well as those families on qualifying benefits.

Free School Meals can lead to a large saving each year, parents of primary school children can potentially save £360 and parents of secondary pupils can potentially save £370. You will also be helping your child's school if you qualify for Free School Meals. Some Scottish Government funding provided directly to schools is linked to the numbers of pupils who are registered as entitled to free school meals.

For further information and to apply for free school meals please visit:

<https://www.dumgal.gov.uk/schoolmeals>.

## Lunch in the ELC

Lunch in the ELC is a sociable time where the children sit with their friends and staff in the nursery to enjoy either a school lunch or a packed lunch from home.

Nursery aged children are entitled to a free school lunch. The Wallace Hall school kitchen provides a two-course set meal. The children are offered a choice of hot meal or a milk bar option. The current menu can be found in the 'School Lunch' area on the Primary tab of the school website.

If you pack a lunch for your child, for safety reasons, please do not provide glass containers. As with other items of personal property, please label packed lunches with your child's name. We are a nut-free school.

All staff encourage the children to use good manners and to enjoy the social occasion of eating lunch together with their friends.



## Lunch in the Primary

Lunch in the Primary is a sociable time where the children sit with their friends in the dining room to enjoy either a school lunch or a packed lunch from home.

The Wallace Hall school kitchen provides a two-course set meal at a fixed price (£1.90). Pupils in Primary 1, 2 and 3 currently receive free school meals. Pupils are offered a choice of hot meal or a milk bar option. Each morning a catering assistant collects orders and money. The current menu can be found in the 'School Bag' area of our school website: <https://www.wallacehall.co.uk/primary-school-bag>.

If you provide a packed lunch for your child, for safety reasons, please do not include glass containers. As with other items of personal property, please label packed lunches with your child's name. We are a nut-free school.

The DHTs, Learning Assistants and Catering Assistants supervise the children in the dining room; all staff encourage the children to use good manners and to enjoy the social occasion of eating lunch together with their friends.

Primary children are not allowed out of the school premises during the lunch break unless they are going home for lunch by prior arrangements with the school office.

## Lunch in the Secondary

Students joining Wallace Hall Academy will have applied for a Young Scot Card in P7 and should have been issued with the card prior to induction days. Students



who do not have a card or who require a replacement card should contact our School Office for more information. Parents are able to add money to the card to allow for cashless purchases in the canteen. Parents are also able to keep track of the purchases made by their child.

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

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

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

Students on free meals have the same card and can be assured anonymity. Online payments are encouraged but cash and cheques can be loaded onto the account for additional purchases.

For more information please visit: <https://www.ipayimpact.co.uk/IPI/>.



## 11 School Transport

### Who is entitled to school transport?

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

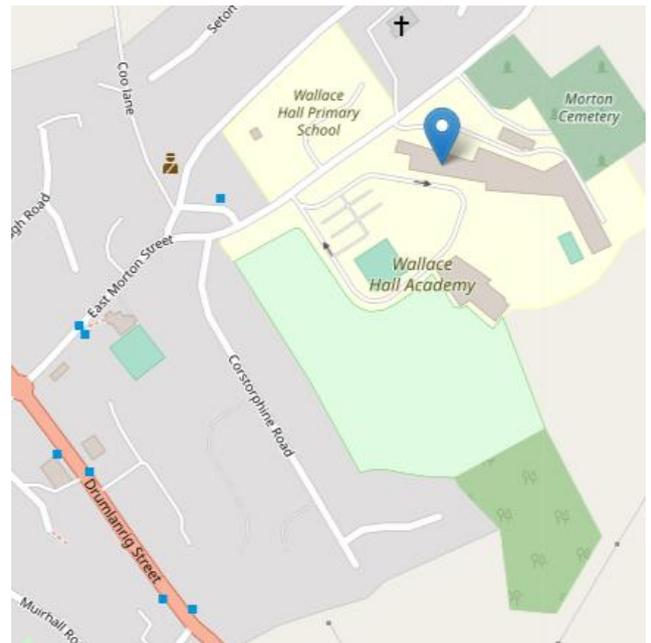
- Pupils who live 2 miles away from their catchment school if they are under 8 years' old
- Pupils who live 3 miles away from their catchment school if they are 8 years and over
- Roman Catholic children attending the denominational school for their address and live above the statutory distances from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

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

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

Pupils living less than 3 miles from school may be allowed to travel on contract transport if seats are available, this is known as Grace and Favour. If you live more than 2 but less than 3 miles from school, and are in receipt of certain benefits, then financial support may be available. Please contact the school office for more information and a relevant application form.

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



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

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

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

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

## 12. Positive Behaviour and Celebrating Success

### Promoting Positive Behaviour in the Primary

Wallace Hall Primary has clear and high expectations for every child in all areas of school life. Our caring staff gently guide the children in forming positive relationships with one another, and together we strive to create a respectful and nurturing environment where children feel happy and confident, and can thrive socially, emotionally and academically.

Our school is a welcoming place for all and the views of pupils and parents/carers are sought, valued and listened to. Building open and honest relationships with parents/carers is vital, and we encourage you to get in touch if you have any queries or concerns.

*Our Promoting Positive Behaviour Policy and Anti-Bullying Policy are currently under review (November 2020) and parents, pupils and school staff are invited to participate in this process. Children's, parents' and staffs' views, along with The UN Rights of a Child, Rights Respecting Schools and Scotland's Anti-Bullying Service, Respect Me, guidelines will guide the creation of our new policies. This section of our handbook will be updated shortly.*

Currently, common sense is our guiding principle, and the following rules have been discussed and agreed and are on display throughout the school.

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

Children are encouraged to take personal responsibility for their own actions and to understand the impact of their actions on other people. Children are involved in discussing and creating their own class charters with their teachers.

When a child behaves in an inappropriate manner then this is managed in school using restorative approaches. Where unacceptable behaviour persists, the school will contact the parents/carers to work together to support the child.

### Pastoral Care

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

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

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

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

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

All victims of bullying need to feel secure in the knowledge that any action taken by the school should not result in further bullying, either by the original perpetrator(s) or by others.

**If you have any concerns which you would like to share with us, or you would like to work together to support your child, please do not hesitate to contact the school. In the first instance you should contact the Primary Depute Head Teachers.**



## Celebrating Success in the Primary

All school staff seek to develop pupils' own motivation for learning. Children are encouraged to take pride in their work, share their successes and seek support when they are having difficulties.

Effort, demonstrating perseverance and resilience, and going 'above and beyond' in any area of school life are recognised and celebrated.

The school's shared expectation of all children respecting class and school rules is currently marked with 45 minutes of Golden Time each week. This may take place in a single block or be spread across the week.

The P7 Golden Time Leaders offer a range of activities to children in the younger classes, and children can choose which activity they would like to do for a block of time each term. Examples of these activities include Sports, Music, Languages, Construction, Art, Sewing and Drama.

Children are awarded house points, certificates, badges and stickers for specific achievements. Weekly house point totals are announced at assembly and pupils in the winning House gain an extra 5 minutes of playtime the following week.

School is just one part of your child's life and we want to recognise and celebrate your child's achievements outside of school. Examples of wider achievements range from a child being able to tie their shoelaces independently, trying a new food, looking after a pet, badges earned at Cubs, being a committed member of a club or group, or music, dance and sports success. Please share these successes with school by getting in touch with your child's class teacher through ClassDojo or by your child sharing a photo or bringing in a badge, certificate, medal etc.

At the end of the session we award a number of trophies to pupils who have excelled in their approach to their studies, progress made, sports and in citizenship over the year.



## Positive Behaviour and Celebrating Success in the Academy

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

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

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



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

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

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

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

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

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

## 13 The Curriculum

Scotland's curriculum – Curriculum for Excellence (CfE) – helps children and young people gain the knowledge, skills and attributes needed for life in the 21st century.

[A summary of the Curriculum for Excellence can be found here.](#)

Curriculum for Excellence places learners at the heart of education. At its centre are four fundamental capacities. These capacities reflect and recognise the lifelong nature of education and learning. The four capacities are aimed at helping children and young people to become:

- Successful learners
- Confident individuals
- Responsible citizens
- Effective contributors

Curriculum is defined as the totality of all that is planned for children and young people from early learning and childcare, through school and beyond. That totality can be planned for and experienced by learners across four contexts:

1. Curriculum areas and subjects
2. Interdisciplinary learning
3. Ethos and life of the school
4. Opportunities for personal achievement

### Curriculum Levels

Early Level:	Nursery to P1
First Level:	P2 to P4
Second Level:	P5 to P7
Third & Fourth Levels:	S1 to S3
Senior Phase:	S4 to S6



**Mr Graham with some of our Eco Committee who did a sponsored silence to raise money for the Hebridean Whale and Dolphin Trust**



**WHPS pupils learn British Sign Language**

## There are eight curricular areas in the primary:

### Expressive Arts

Children use the expressive arts to explore their feelings and express their own ideas as well as learn skills and techniques.

#### Curricular Organisers:

- Art and Design
- Dance
- Drama
- Music

### Health and Wellbeing

We aim to provide the children with the experiences and information to make informed choices in their lives.

Our Health and Wellbeing programme is supported by Mr Law, our Primary PE specialist. Children in P4 usually take part in a block of curricular swimming lessons and pupils in Primary 6 or 7 participate in the regional Operation Safety events.

#### Curricular Organisers:

- Mental, emotional, social and physical wellbeing
- Planning for choices and changes
- Physical education, physical activity and sport
- Food and health
- Substance misuse
- Relationships, sexual health and parenthood\*

#### Relationships, sexual health and parenthood (RSHP)

Our teaching programme, parent information and teaching resources are guided by the National Resource, Relationships, Sexual Health and Parenting, and is available for parents to view at [www.rshp.scot](http://www.rshp.scot).

Parents will be notified before a block of work begins and will be given the opportunity to view the teaching and learning materials which will be used.



## Languages

Language is about communication. Through language, your child receives knowledge and acquires skills, explores feelings and relationships and conveys meaning. Language permeates the whole curriculum. We aim to encourage each child to develop skills so that language may be used effectively for understanding, communication and pleasure through listening, talking, reading and writing.

### Curricular Organisers:

- Listening & Talking
- Reading
- Writing

### Modern Foreign Languages

Wallace Hall Primary is implementing the [Scottish Government's '1+2' policy for Modern Foreign Languages](#).

French is taught in P1 to P7 in line with the National expectations. French is continued at Wallace Hall Academy.

## Mathematics

Children are taught to become numerate, to develop a positive and confident attitude towards mathematics and numeracy, and to apply mathematics to everyday life. Mathematics includes the process of problem solving and enquiry. Learning and using strategies, problem solving, investigation and reflection on what is being/has been learned are incorporated within lessons. Mathematical concepts are continually reinforced and practised.

Big Maths is the core resource used for mathematical learning and teaching in Wallace Hall Primary. Teejay Maths, Scottish Heinemann Maths, Count on Us, SumDog and Times Tables Rock Stars are used as supportive and supplementary materials.

### Curricular Organisers:

- Estimation and rounding
- Number and number processes
- Fractions, decimal fractions and percentages
- Money & Financial education Time & Measurement
- Data and analysis
- Ideas of chance and uncertainty

## Religious and Moral Education

Religious and Moral Education is taught as ongoing class work and project work. Regular reflection time during assemblies also takes place. Emphasis is placed on the eight 'Cs' ([see School Ethos](#)) as part of the children's personal and social development.

Religious and moral education (non-denominational) involves exploring Beliefs, Values and Issues and Practices and Traditions through the context of Christianity, World Religions selected for study and belief groups independent of religion. It supports children and young people in the development of their own beliefs and values.

Parents who do not wish their children to be actively involved in Christian observance should discuss this with the Depute Head Teacher/Head Teacher.

### Curricular Organisers:

- Christianity
- World religions
- Development of beliefs and values.

## Sciences

Through science, pupils will develop their interest in, and understanding of, the living, material and physical world.

Among many other things, learning in the sciences will enable children to:

- Develop curiosity and understanding of the environment and my place in the living, material and physical world
- Demonstrate a secure knowledge and understanding of the big ideas and concepts of the sciences
- Develop skills for learning, life and work
- Develop the skills of scientific inquiry and investigation using practical techniques

### Curricular Organisers:

- Planet Earth
- Forces, electricity and waves Biological systems
- Materials
- Topical science



## Social Studies

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

### Curricular Organisers:

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

## Technologies

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

### Curricular Organisers:

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

## Interdisciplinary Learning

Interdisciplinary learning is a planned approach to learning which uses links across different subjects or disciplines to enhance learning. It promotes the development and application of what has been taught and learned in new and different ways.



## Academy Subject Information

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

Pupils will be required to select subjects for further study at various points throughout their time at Wallace Hall Academy. At these times, support will be given to both pupils and their parents in a variety of ways. Subject choice information sessions will be held in addition to parents' evenings which will allow further discussion with individual subject staff members. This will allow pupils to make informed choices about which subjects to select. Parents and pupils will be invited to individual option interviews which will give the opportunity to discuss further subject selection; such interviews will be with members of the Senior Management Team or Pupil Support Staff.

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

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

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

YEAR	CFE COURSE
S1	<b>16 COURSES</b> + Elective
S2	<b>16 COURSES</b> + Elective
S3	<b>11 Courses</b> + Elective
S4	<b>Maths + English</b> <b>+ 5 Free Choice</b>
S5	<b>5 COURSES</b> Free choice + Elective
S6	<b>4 or 5 COURSES</b> Free choice + Elective

In addition to the above, pupils also receive their core entitlements of PE, RMPS and Health and Wellbeing.



## Curriculum for S1-S3

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



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

The various subjects in S1 and S2 and their time allocations are illustrated in the table opposite. Taken together these subjects give our common course in S1 and S2.



Almost all S1 pupils should have completed the Outcomes and Experiences for Level 3 by the end of S1. Some subjects in S1 are taught in rotation e.g. a class may be taught Home Economics for 2 periods per week for half the year and then change to Physical Education.

Over the year each of those subjects will average 1 and 3 periods per week respectively.

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

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

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

## Curriculum for S4-S6

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



At the end of S4, each student is guided by their Pupil Support Teacher to choose appropriate subjects for study in S5. The final choice is confirmed at a meeting between the student and their Pupil Support Teacher or a member of the Senior Management Team. Students undergo a similar process in their move from S5 to S6. Parents are able to come into school for consultation if they wish. All parents receive an options form to consider and sign when agreed.

Courses likely to be on offer to S5 and S6 for session 2021/22 are shown on the next page.

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

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



CURRICULUM CHOICE				
ADVANCED HIGHER COURSES	HIGHER COURSES	NATIONAL 5 COURSES	NATIONAL 4 COURSES	VOCATIONAL COURSES
Art & Design	Administration & IT	Administration & IT	Administration & IT	Barista/Practical Cookery
Biology	Art & Design	Art & Design	Art & Design	Forestry
Chemistry	Biology	Biology	Biology	Photography NPA*
English	Business Management	Business Management	Business Education	Rural Skills
French	Chemistry	Chemistry	Chemistry	Science NPA
Physics	Design and Manufacture	Computing Science	Drama	Sport & Fitness *
Graphic Communication	Drama	Drama	English	<b>College Courses</b>
Drama	Engineering Science	Engineering Science	Geography	Childcare N5/H
Mathematics	English	English	History	Construction
Modern Studies	French	French	Mathematics	Cyber Security
Music	Geography	Geography	Modern Studies	Digital Animation
Physical Education	Graphic Communication	Graphic Communication	Music	Electrical Engineering HNC
Physics	History	Health & Food Technology	Physical Education	Hair and Make-up
	Mathematics	History	Physics	
	Modern Studies	Hospitality	Social Subjects	
	Music	Mathematics		
	Photography	Music		
	Physical Education	Physical Education		
	Physics	Physics		
	Politics			

\*NPA = National Progression Award



## Health and Wellbeing Education



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

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

Health and Wellbeing Education is dealt with in many areas of our curriculum e.g. Health and Wellbeing, Home Economics, Science, P.E. as well as by a number of external partners such as School Nurse, CAMHS and Police Scotland.



## Instrumental Music Tuition

Secondary pupils who would like to learn and instrument can apply for tuition through Dumfries and Galloway Council's Instrumental Music Service. Secondary school pupils will have their lessons delivered on a rota basis during the school day to ensure they don't regularly miss any one subject. Lessons will follow a structured course of study which is suited to the pupil's abilities as well as SQA, local authority and school requirements. The tuition also supports learning through to Advanced Higher level and external music examinations where required. For more information please visit: <https://dumgal.gov.uk/article/19027/Instrumental-Music-Tuition>



## 14 The Wider Curriculum

### Extra-Curricular Activities in the Primary School

It is important to encourage pupils to take part in varied activities and new experiences and we try to incorporate extra-curricular activities into the school day to ensure that children who are unable to attend after school clubs due to travel or child care arrangements have the opportunity to become involved. A wide range of activities are also available during Golden Time.

Wallace Hall Primary School works in partnership with Active Schools to offer additional Health and Wellbeing opportunities to children. In the 2019/20 session Active Schools offered regular sessions of Multi-sports, Basketball, Football and Hockey.

Examples of extra-curricular activities previously offered include: football, curling, newsletter, computer club, chess, tin whistle group, crafts, Scottish country dancing, knitting, science club, netball, basketball.

Parent volunteers are welcome at Wallace Hall, and if you have an interest or hobby that you would like to share with a group of children please get in touch. There is a Dumfries and Galloway Council Volunteers Policy that all schools adhere to and this will be shared with you in advance of any commitment being made.

### Instrument Tuition

Pupils in P5 at Wallace Hall Primary learn to play the accordion. Creative Scotland's Youth Music Initiative through DG Council funds this initiative.



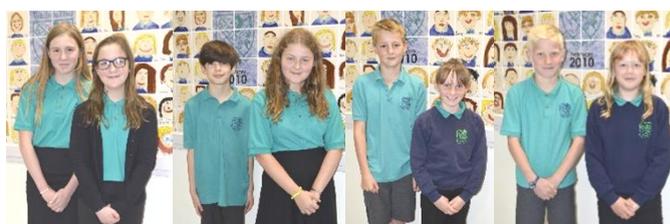
In addition, currently some of our pupils play clarinet, flute, saxophone, violin, drums, guitar and bagpipes. Lessons take place with instructors at Wallace Hall Academy. These lessons happen outside of the school curriculum but are sometimes taken during the school day. The following link will give you additional more information and an application form:

<https://dumgal.gov.uk/article/19027/Instrumental-Music-Tuition>

## Pupils leading learning and Pupil Voice in the Primary

### House System and House Captains

Our house system helps to further foster children's sense of belonging. The Primary School Houses are Dalgarnock, Dalveen, Drumlanrig and Morton.



Two Primary 7 House Captains per House are elected in the first term of each new session. All the P7 children are offered the opportunity to apply for these roles. The selection process involves a presentation to the House, a pupil vote, a staff vote and an interview with a Depute Head Teacher.

### Primary Pupil Council

The Wallace Hall Primary Pupil Council is elected in the first term of each new session. The Pupil Council comprises of P7 House Captains from each of the four houses plus a class representative and a depute from each class in P1-P6.

The Pupil Council meet regularly with Mrs Mackenzie to discuss school-wide issues, consider how to make improvements and plan events in the school.

### P7 Responsibility Roles

Every pupil in P7 holds a position of wider school responsibility within a team. P7 pupils have a choice of the role they would like to undertake.

Responsibility roles include:

- Library Leaders
- 8Cs Champions
- Maths Magicians
- Anti-bullying Ambassadors
- Web Wizards
- Eco Group
- +Junior Road Safety Officers

### Action Groups: P4-7

Pupils select a variety of wider-school issues to develop and P4–P7 pupils participate in cross-class action groups to develop these areas. Pupils choose the groups they are interested in being part of for two terms, and lead these sessions. Office staff, Teachers, Learning Assistants and Depute Head Teachers act as facilitators to these groups. The pupils plan the sessions and record the skills they develop.

Action Groups include:

- Gardening Green Fingers
- Community Crew
- Playground Developers
- Healthy School Squad
- Fundraising Team
- Communication Champions
- Memory Makers
- STEM Ambassadors
- Eco Group
- Digi Kids

### Life Skills Groups: P1-P3

Pupils in P1-3 participate in a rolling programme of life skill activities in small cross-class groups. Teachers, Learning Assistants and Depute Head Teachers lead these sessions.

- Road Safety
- Cooking
- Sewing
- Typing
- Fine Motor Skills
- Gardening
- Craft



### Extra-Curricular Activities in the Academy

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



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

- Badminton
- Concerts
- Baking
- Chess
- Lego
- Hockey (after school)
- Basketball
- Warhammer
- Singing
- Gym night
- Drawing
- Computer games (room open at lunchtime)
- Football (girls and boys)
- Rugby (after school)
- Netball
- Duke of Edinburgh (after school)
- Accordion Band



## Secondary Pupil Council

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

Pupils throughout the school are encouraged to discuss concerns/issues and suggestions with the Pupil Council and their representatives. Pupil Council members use a variety of methods to collect the views of fellow pupils. They speak at assemblies, have a notice board and discuss issues with their register classes during health and well-being lessons. The Pupil council also regularly share news and information about new initiatives and the important things that are achieved.

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

Photographs below show the Junior Pupil Voice group with Mr Graham and the Senior Pupil Voice group.



## School Trips

School trips are an important and enjoyable part of school life where learning takes place outside of the classroom.

We will take your child on a range of trips during their time at Wallace Hall. Most of these trips are to local destinations but we do organise additional opportunities for pupils to travel further afield. We ask you to give permission for these trips and to pay for these trips. If we do not have your permission, we cannot take your child.

We are fortunate to have the use of three school minibuses which enables us to have easy access to the local area.

### Primary

Examples of recent primary school trips include:

- P5 two night residential to Lockerbie Manor Outdoor Centre, approximate cost £175
- P7 one night residential to Edinburgh – culture and politics trip, approximate cost £125
- P3 day trip to Tongland Power Station – curricular trip to support learning about Renewable Energy, approximate cost £10
- P3 day trip to Rockcliffe, approximate cost £5-£10
- P3 day trip to Robert Burns' House and Dumfries Museum, approximate cost £5
- P6 trip to Drumlanrig Castle for Musical Monsters, approximate cost £0-£5

We will do everything we can to include every child in these important experiences, and we seek to minimise the costs of school trips wherever possible. The Scottish Government provides schools with a Pupil Equity Fund which can be used to support children living in families with lower incomes or who currently have financial constraints.



## Academy

Examples of recent secondary school trips include:



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



## Pegasus Suite

On the lowest floor of the school we have a large, modern, professional kitchen and restaurant suite. The suite is appropriately named 'Pegasus', in honour of the mythological beast that stands on Thornhill's mercat cross that many of us see every day.

Since opening, Pegasus has hosted numerous pupil and staff lunches, community events including a Burns Supper for the residents of Briery Park. The facility has benefitted from the support of a number of professional chefs and training providers.

Based in Pegasus, an enterprise that we are particularly proud of is our Barista Group who are working with the Princes Trust to develop vocational skills for a group of Wallace Hall students. Pupils in our Barista Group will also be awarded a City and Guilds qualification at the end of their course.

## whapples Social Enterprise Activity

In January 2013, 11 pupil volunteers came together to form a board for a Social Enterprise activity. They were joined by 3 members of the community and 3 teachers, forming a board of 17. The board decided on its project: a community orchard which would allow whapples to fulfil all the aims of social enterprise and would involve cross-generational work.

Since 2013 the orchard has had a number of harvests and the board has overseen the development of products from the fruits including apple juice, chutney, jams and toffee apples. To date, 100 trees, 400 hedging plants and over 80 raspberry bushes have been planted. This venture has been supported by nursery, primary and secondary pupils.

The school is now looking to develop this social enterprise further by including the use of our polytunnels and the Pegasus restaurant. Further information on the plans will be sent to pupils, parents and staff in due course.



## Eco Schools

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

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

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

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

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

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

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

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

Please see our school website for information on this year's targets

Our school community should:

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



# 15 Parental Involvement and Engagement

## Parent Council and Parent Forum

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

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

The type of things the Parent Council may get involved in include:

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

All members of the Parent Forum are welcome to attend meetings.

Agendas and Minutes of meetings along with other information regarding the Parent Council, can be found on the school website:

<https://www.wallacehall.co.uk/parentcouncil>.

Our Parent Council normally meets twice a term. More information can be found on the school website:

<https://www.wallacehall.co.uk/parentcouncil>.

Parents can be directed to

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

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

## Parent Council Members

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

Our present Parent Council Members are:

Louise Cochran - Chairperson

Caroline O'Hara - Vice Chair

Christine Carson - Treasurer

Ann Andreasen

Charlene Fry

Kerry Fry

Melanie Halliday

Jillian Maxwell

Lynne Maxwell

Sharon Young

The Parent Council also has three Sub-Committees that any member of the Parent Forum can get involved in. You do not need to be a Member of Parent Council to be on a Sub-Committee. They are:

- Primary Fundraising and Events
- Secondary Fundraising and Events
- Learning and Teaching

New members are welcomed and encouraged. Anyone wishing to be involved in the Parent Council in anyway or be on one of its Sub-Committees should contact the Chairperson, at [wallacehallparentcouncil@gmail.com](mailto:wallacehallparentcouncil@gmail.com).

## Communicating with Home

### Wallace Hall Primary and ELC Communication with parents/carers

Honesty and open communication between school and home are vitally important to your child's success and happiness at school. We seek to keep you informed and involved in your child's education at all times. Our door is always open; if you have any concerns, at any time, please pick up the phone and talk to us.

Sharing information about, and involving you in, your child's learning takes many forms at Wallace Hall Primary. We understand that all family circumstances are different and we try to take this into account when planning events. We listen to, and act on, feedback and are open to suggestions, so please get in touch if you have any ideas for how we can improve our communication with you.

### Sharing news and information

A start of term newsletter is sent out by the headteacher with important information and diary dates for the term ahead.

Curriculum overviews are sent out each term.

### Class Dojo

Class teachers regularly post information about learning on ClassDojo. ClassDojo also offers a messaging facility where you can get in touch with your child's class teacher about any day to day information. Our ClassDojo guidelines ([Appendix C](#)) are intended to help parents and class teachers get the most from ClassDojo.

### Sway

Our Primary 7 pupils collate and edit our weekly Sway e-publication, WHP Round-Up. This contains up-to-date information about what has been happening across the school and information about whole school activities e.g. Children in Need or Maths Week Scotland.

### Social Media

Articles on the school Facebook page, Twitter feed and Instagram account highlight learning, achievements and important information.

## Family events

Family learning events take place regularly. Examples of events include:

- ELC Induction events
- ELC parent meetings
- P1 Curriculum Evenings
- Residential trip information evenings
- P1 Induction events
- Sharing learning events
- Focus children follow-up visits in the ELC
- Helpers' Tea Party
- Celebration events such as Leavers' Assembly
- Church Services
- School performances
- Parent information sessions such as 'Online Safety'
- Primary 7 Wallace Hall Academy Open Evenings
- Parent Council meetings take place regularly throughout the school session. All parents and carers are welcome to attend these meetings.
- Parent Council Events such as the Halloween Party and Summer Barbecue

We are looking to begin regular Stay and Play sessions in the ELC, restart our ELC Peep Sessions and host regular School Improvement Focus Groups.

The school website is an important source of more detailed information about our school - <https://www.wallacehall.co.uk>.

Every year we gather the views of parents about Wallace Hall Primary and use this, together with the views of pupils and staff to inform our annual school improvement plan. This can be found on our school website.

Other useful sources of information include:

- <https://www.dumgal.gov.uk/schools>  
Dumfries and Galloway Council school information
- <https://education.gov.scot/>  
Information on the Scottish curriculum
- <https://education.gov.scot/parentzone>  
Information about how you can support your child's learning
- <https://education.gov.scot/parentzone/getting-involved/national-parent-forum-of-scotland/>  
The national Parent Forum in Scotland

## Wallace Hall Academy Communication with parents/carers

- Groupcall text messages and emails
- Social Media:  
(Facebook/Twitter/Instagram)
- Parents' evenings
- Pupil reports
- Open evenings
- Drop-ins
- Website
- Focus groups

## Academy Parents' Evenings and Reports

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

## Letters

We will often send home letters, particularly when we need a response from parents, or flyers, leaflets, etc. which we think may be of interest to you. Please check your child's bag for these items on a regular basis. All of these letters are also uploaded to the Academy School Bag icon on our school website:

<https://www.wallacehall.co.uk/academy-school-bag>.

## Non Resident Parents

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

**WALLACE HALL**  
"Together we grow, learn and achieve"

WELCOME 2018 PRIMARY COUNCILS SLC PRIMARY ACADEMY NEWS MENU

### A Welcome Message From Our Headteacher

I would like to extend you a very warm welcome to the Wallace Hall website. The school is delivering an outstanding education for all students in our care and I hope by reading these pages you will discover something of how we combine the best of traditional values with the very latest in learning methods and technologies.

The website will provide some introductory information for existing and prospective parents, pupils, new staff and other school partners and friends. However, we would urge any prospective parents, pupils or staff to visit our school, after all, the best way to evaluate the ethos of any school is to experience it firsthand.

As we have been developing our website we are very keen to hear your views. If you have any thoughts or suggestions please let us know.

Warmly, I hope that you will find the information useful and please get in touch if you would like further details or clarification.

Barry Graham, Head Teacher

<p><b>Key Dates (2020):</b> Academy School Photographs 2nd November</p> <p><b>Children in Need Week</b> 2nd - 12th November</p> <p><b>Dr Bika</b> SLC - Primary 17th November</p> <p><b>Pu Vakondoline</b> 20th November</p> <p><b>Primary Learning Conferences</b> Sent home 20th November</p> <p><b>Primary Christmas Lunch</b> 26th November</p>	<p><b>Primary email address:</b> <a href="mailto:gw08@wallacehall.co.uk">gw08@wallacehall.co.uk</a></p> <p><b>Academy email address:</b> <a href="mailto:gw08@wallacehall.co.uk">gw08@wallacehall.co.uk</a></p> <p><b>P7-S1 Transitions:</b> <a href="https://www.wallacehall.co.uk/transitions">https://www.wallacehall.co.uk/transitions</a></p> <p><b>Public Mobile:</b> 01287 270724 NHS24: 111</p> <p><b>NHS Website:</b> <a href="http://www.nhs.uk">http://www.nhs.uk</a></p>
---	--

Primary House Points	Academy House Points
259 <i>Wolves</i>	180 <i>Reds</i>
283 <i>Blues</i>	105 <i>Greens</i>
247 <i>Whites</i>	149 <i>Blacks</i>
224 <i>Reds</i>	

## Attendance

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

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

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

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

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

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

## Attendance Procedures

We would like to remind you of our Absence Procedures as directed by the authority:

- Parents are asked to telephone the school by 9.00am advising that their child will not be in school on that day and explain the reason e.g. cold, flu, sickness bug. If this phone call takes place, a follow-up note is not required. A Groupcall text will be sent if no notification of absence is given - **you must reply to this**. Failure to do this can result in your child having absences categorised as unauthorised.
- If your child is absent for more than one day you must phone the school each morning. However, if it is clear the absence will continue for longer, please discuss with our office staff who will confirm the number of days of absence which will be recorded.
- If your child is sent home from school either unwell or because they have sustained an injury, we cannot assume that this is the reason for absence the next day so please still phone the school if they are going to be absent.
- For pupils out of school on a family holiday or other extended absence which is known in advance, prior permission must be sought by writing to the Headteacher. Any other planned absences such as appointments, music exam, driving test, college/university open days etc. require a written note indicating the time the pupil needs to leave, the nature of the appointment and notification of the person collecting them. This note should be handed to your child's teacher first thing in the morning. The note should provide details of the reason for the absence as this will determine the code entered by office staff when recording the information.
- In line with authority guidelines, attendance for all pupils is expected to be in excess of 95% and those pupils who fall below this figure may receive a letter relating to this. Failure to follow authority guidelines can result in your child having absences categorised as unauthorised.

### Additional information for academy pupils:

- Communication regarding pupil absences is also particularly relevant to pupils receiving the Education Maintenance Allowance. Unauthorised absences will result in the young person not being paid for that week.
- Pupils in the academy should always let the office know when they are leaving and returning to school during the normal school day, signing in and out as required.

## Holidays



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

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

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

## Homework

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

### Homework in the Primary

Primary pupils will have homework in literacy and numeracy. The amount and type of homework will vary from class to class. Teachers will share homework expectations at the beginning of the session.

### Homework in the Academy

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

For S1-3 Pupils, homework is set through Satchel One (Show My Homework) which allows pupils and parents to see the homework that has been set by teachers using their app. Homework can also be submitted using this platform if required.

Homework for Senior Phase pupils is predominantly set using Microsoft Teams. Pupils will be part of a 'Team' for each of their subjects and teachers will post assignments for pupils to complete.



# 16 Profiling, Assessment and Reporting

## Pupil Profiles

Nationally it has been agreed that profiles will be produced at the P7 and S3 stage.

A profile is a snapshot of a child's or young person's best achievements at a given point in time. Profiles draw together a range of information about a child or young person's learning. It is one of the ways in which a child's achievements can be recognised.

The profiling process gives children the opportunity to talk about their learning and achievements with their parents/carers and others and can challenge, motivate and support all learners.

The intention is to give a rounded picture of your child, their achievements and progress in learning to date.

## Focus child follow-up meetings in the ELC

Once a term your child will take part in a focus week in the ELC. Your child's achievements will be highlighted and their next steps identified and you will be invited in to the ELC to observe and discuss these with your child's Key Worker.

## Assessment and Reporting (Primary)

The purpose of assessment is to support learning, help to plan next steps and inform learners and their parents of their progress.

The school uses Assessment for Learning approaches to directly support learning. Examples of some of the assessment approaches used include:

- Assessment to measure progress so far and to inform next steps in learning
- Formative assessment
- Summative assessment
- Standardised assessment
- Self, peer and teacher assessment
- Self-evaluation

We recognise that all pupils do not develop and progress at the same rate and, therefore, we use both group and individual methods to ensure that all pupils are given appropriate instruction and the opportunity to succeed.

Pupils in P1, P4 and P7 complete online standardised assessments in literacy and numeracy. These assessments help to identify children's progress, providing diagnostic information that support teachers' professional judgement. The information provided by the assessments helps teachers to assess children's progress and to plan next steps in learning.

The primary school holds Learning Conversations in November and May. Before each Learning Conversation, a Learning Conversation record is given to parents/carers outlining your child's successes and achievements as well as next steps in Numeracy, Literacy and Health and Wellbeing. During the Learning Conversation, parents/carers have the opportunity to discuss the record with the class teacher and your child, and to ask questions or discuss any other concerns you may have with or without your child present.

We would like to encourage all parents/carers to contact the school as soon as possible if you have any concerns about your child's progress.

The Primary School is developing our use of Learning Logs to report what your child is learning and how well your child is learning.

## Assessment and Reporting (Academy)

### Assessment

Assessment is an essential part of the learning process.

- Formative assessment is part of learning and teaching and allows both teachers and pupils to identify strengths and weaknesses and ensures pupils are aware of what their next steps should be to make best progress.
- Summative assessments give an indication of progress to date and are also important for planning and discussing next steps.
- In S1-3 summative assessments will usually take the form of end of unit tests.
- In S4-S6 summative assessments become more formal. In addition to end of topic tests, pupils will sit assessments in National 5, Higher and Advanced Higher courses. Some SQA courses require internal assessment of pupil work and in some cases pupils have to produce folios for external assessment.

Formal exams take place at the following times:

- Prelims for S4-S6 – National 5, Higher and Advanced Higher – January
- The SQA/NQ final exam diet is in May/June

## Reporting

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



## Demerits

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

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

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

## Reports

Currently every pupil receives at least one report in the course of the school year. Where two reports are issued, one will be a shorter interim one, followed by a second, fuller, final report. Reports for pupils in S2-S5, will be issued prior to Option Choices to help provide essential information for this process. S1 pupils receive a less formal settling in report. Pupil reports give information on progress, effort, behaviour and homework and very importantly contain action points which, if followed, will allow pupils to fulfil their potential.

## Parents' Evenings

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

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

## Tracking Pupil Progress

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



## Open Door Policy

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

# 17 Support for All

## Pupil Support

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

### Pupil Support in the Primary

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

### Pupil Support in the Academy

#### What are the standards for pupil support?

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

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

#### How are the standards delivered?

Each year, all pupils should expect to receive two one-to-one interviews with either their PT Pupil Support or Depute Head Teacher for their House.

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

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

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



**Mr Blair**  
Depute Head  
Teacher  
Academy



**Mr Mack**  
Depute Head  
Teacher  
Academy



**Mrs Fraser**  
PT Pupil Support  
Cairn



**Mrs Robertson**  
PT Pupil Support  
Nith



**Mr Torbett**  
Acting PT Pupil  
Support  
Scaur

## Pastoral Care

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

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

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

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

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

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

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

## Additional Support for Learning (ASL)

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

The process of inclusion requires all involved in the business of learning and teaching to demonstrate commitment, innovation and flexibility to ensure that all children and young people have access to quality learning opportunities and experiences.

The Authority aims to remove barriers to learning for all children with additional support needs through a range of offers. For the majority of children and young people this will be delivered in a mainstream classroom supported by their classroom teacher, for a few this will mean some additional support alongside the classroom teacher, and for a very few this will be part-time or fulltime provision in a school with a learning centre or an inclusion base

This commitment to meeting the needs of all children is based on the requirements of the Education (Additional Support for Learning) (Scotland) Act 2004 amended in 2009.

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

### What is Additional Support for Learning (ASL)?

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

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

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

If concerns persist the staged intervention process will escalate the response to an appropriate level of support. There are several ways in which concerns can be followed up. This may involve the input of other educational professionals such as Specialist Teachers, Impairment Specialists and Educational Psychologists. This may include a request for assistance to the Supporting Learners Service as part of the work of the Autism Support Officers and Looked After Children (LAC) Support Officers. It may also involve your child being referred onto staff in external agencies such as Health staff (Speech and Language Therapist, Occupational Therapist, Physiotherapist etc.). As a parent you will be closely involved in the whole process and your views sought throughout. If, after discussion with all concerned, it is felt appropriate your child will have an educational plan agreed which will identify how they are to be supported.

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

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

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

Further information can be found at the following sources:

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

Scottish Independence Advocacy Alliance, a charitable body registered in Scotland under registration number SC033576 [www.siaa.org.uk](http://www.siaa.org.uk)

Scottish Child Law Centre, a charitable body registered in Scotland under registration number SC012741 <http://www.sclc.org.uk/>

Parents may also access further support through mediation services provided by Common Ground Mediation:

<https://www.commongroundmediation.co.uk>

Advocacy support can be obtained from People's Advocacy Support Service (P.A.S.S. Direct) or Parents Inclusion Network (PIN)

<https://parentsinclusionnetwork.org.uk>

### **Getting it Right for Every Child (GIRFEC)**

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

You are the expert on your child and what you think matters. Getting it right for every child means that the School will always seek to involve you, to listen to your opinions and take them seriously.

- Every child will have someone in the school who will be the point of contact. The named person function is there if needed, but children and families do not have to make use of their named person, and many children and their families will never need to do so.
- If your child has complex needs and needs help from several different services, GIRFEC means that all these services must work together for you and your child. You should never have to keep telling your story to lots of different staff in the school or the Skills, Education and Learning Directorate or the NHS. When your child moves to secondary school there will be a Transition Plan in place for them in good time.

For more information on getting it right for every child email [GIRFEC@dumgal.gov.uk](mailto:GIRFEC@dumgal.gov.uk).

## Child Protection

All children have the right to be protected from harm, abuse and neglect. Every adult in Scotland has a role in ensuring all our children and young people live safely and have the opportunity to reach their full potential. The vision for all children and young people in Dumfries and Galloway is that they should be: safe, nurtured, healthy, achieving, active, respected and responsible and included. Schools and front-line education and childcare services will play an important role in ensuring all children and young people are safe and well. Further information can be found at: <http://www.dumgal.gov.uk/article/16640/Support-for-childrenand-families>.

Parents, carers and pupils have a key role in keeping the school community safe. We would therefore urge parents to share any information which would keep everyone safe, and to support and encourage their child(ren) to do the same.

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

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

All staff within our schools and early childcare and education settings have been trained to be able to recognise when a child may be suffering from, or at risk of, harm and to listen to children if they want to talk to them about anything which might be worrying them.

Each school and early childcare and education setting in Dumfries and Galloway has a senior member of staff who has overall responsibility for ensuring the protection of children within their school or establishment. They are called Child Protection Co-ordinator (CPC). If a member of staff does have a concern about any child s/he will discuss this with the Child Protection Co-ordinator who will decide what action might need to be taken to keep that child safe. This may involve talking to the child, other members of staff or other professionals who may be working with the child.

The Child Protection Co-ordinators in our school are:

ELC-P3	Mrs Meredith
P4-P7	Mrs Mackenzie (Acting)
Academy	Mr Mack

There is an expectation that drug, substance and weapons will not be brought onto the school environment.

In responding to drug/substance or weapons related incidents, schools will follow education authority guidelines. In all such circumstances, parents/ carers will be contacted, and their cooperation expected. The police will be involved if drug use is suspected or discovered or, if there are concerns regarding the possession, threat or use of weapons.

All schools and early learning and childcare settings in Dumfries and Galloway are expected to record any unusual incidents or concerns they may have about a child. Normally this information will be shared with parents or carers when issues of concern arise.

## Educational Psychology Service

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

We do this by:

- Working with others in a consultative way to help them make sense of difficulties and make informed choices and decisions
- Sharing knowledge about 'what works' and promoting evidence informed approaches to develop the policy and practice of literacy, numeracy and health and wellbeing in our educational establishments and communities
- Raising awareness of the crucial role of communication, relationships and nurture in children's lives
- Training and developing the skills of other professionals to improve children's attainment and achievement
- Highlighting the interactive nature of assessment, teaching and learning

- Designing and implementing interventions in partnership with others which support individuals and communities to develop resilience and ensure that children are safe, healthy, active, nurtured, achieving, respected, responsible and included
- Supporting effective transitions (early years into primary, primary to secondary and secondary to post school) to improve the life chances of young people

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

## Educational Maintenance Allowance

EMA is a means tested weekly allowance of £30, payable to students aged 16 to 19 for a maximum of 3 years. Students must achieve 100% attendance per week as agreed within their EMA Learning Agreement completed at school level.

It is payable in arrears, during term time only, generally on a 2-weekly basis. The programme aims to increase participation and retention in post-compulsory education. For more information please visit:

<https://www.dumgal.gov.uk/EMA> or contact our main school office on 01848332120 or [gw08officewallace@ea.dumgal.sch.uk](mailto:gw08officewallace@ea.dumgal.sch.uk).



# 18 Moving to the Academy and Leaving School

## Enrolment

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

Information regarding catchment areas can be found on the Council's website by accessing "Find My Nearest" <https://apps.dumgal.gov.uk/findnearest>.

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

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

## Transition Activities

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

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

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



Any pupils attending from non-cluster schools will be invited to attend 'non-cluster transition days' in May. These allow pupils to meet new classmates and teachers before the Induction Days in June.

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

## Induction Days

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

## Support Available

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

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

## Career choices

Throughout each pupil's time at WHA, support, guidance and information is provided to encourage pupils to plan positively for their future career choices.

Pupils receive careers/options interviews at the end of years 3,4 and 5. In addition, as they prepare to leave school, senior pupils receive individual support in choosing and applying for courses in either further or higher education, apprenticeships or other employment or gap year activities.

All our S5/6 pupils are members of our Career and Future Planning Microsoft Team. We would recommend that senior pupils check into this team regularly as we upload useful links received from Universities and Colleges who are offering a wide variety of support and guidance as well as information on Apprenticeships, Virtual Open Days and Work Experience Opportunities. This information will support our students with course choices and is excellent preparation for their next steps into further education and employment.

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

## Useful links

A recommended starting point for **all** pupils considering their future career pathway is the Planitplus website: <https://www.planitplus.net/>.

Information can also be found by visiting the following sites:

UK Government:  
<https://www.gov.uk/browse/education/find-course>.

## Employment of Pupils

Pupils should notify their PT Pupil Support that they intend to take up part-time employment. PTs Pupil Support will discuss pupil employment procedures with the pupil and encourage the pupil and their parents/carers to read the following Scottish Government Guidance on Employment of Children.  
<https://www.gov.scot/Publications/2017/08/4185/1>.



## Career Support from Skills Development Scotland

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

SDS careers advisers work in schools and centres across Scotland. They help young people to think about what's best for their future and the skills that they might need in a changing world of work.

Andrea Zavaroni is Wallace Hall Academy's SDS adviser and she is in school regularly. Andrea will work with pupils at various points throughout their time at school through group work sessions, drop-in sessions and one-to-one appointments - especially at key times such as making subject choices and preparing for moving on from school. SDS support is designed to help pupils understand their options and build their career management skills.

If you or your child would like to make an appointment with Andrea, please contact the school office for details or email: [gw08officewallacehall@ea.dumgal.sch.uk](mailto:gw08officewallacehall@ea.dumgal.sch.uk).

If your child has left school, our local SDS advisers are also available to speak to you or your child over the phone through your local career centre. SDS has centres locally in Dumfries, Stranraer and Newton Stewart. Visit: <https://www.myworldofwork.co.uk/centres/> to find your local number, or call the SDS helpline on 0800 917 8000.

Career information and advice is also available at any time through My World of Work, the SDS careers website: <https://www.myworldofwork.co.uk/>.

All pupils are encouraged to make use of the My World of Work website throughout their time in secondary school, but particularly when they are considering options and/or their future plans when preparing to leave school. The My World of Work site is designed to support you and your child with making decisions throughout school and beyond.

My World of Work includes key features such as:

- A personalised account which guides you through the site and what to look at
- Personality tools which give you career suggestions based on your skills, strengths and interests
- Help with subject choices including a tool which helps you understand what careers your choices could lead to
- A profile tool to record your personal achievements, useful for future CVs or course applications
- Routes into careers, including jobs, courses, apprenticeships and volunteering
- A CV builder and advice on applications and interviews

### Further support from Skills Development Scotland

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

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

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

## Dumfries and Galloway Youth Guarantee

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

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

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

To find out more visit:

<https://www.dgtap.co.uk/education> and <https://www.myworldofwork.co.uk/>

The DG Youth Guarantee is an extension of the Scottish Government's commitment that every single 16-19-year-old in Scotland will be offered a place in appropriate learning or training if they are not already in a job, Modern Apprenticeship or in education.

This includes 3 critical elements:

- the right learning - with a range of options on personalisation and choice. This will include staying on at school, entering further or higher education, taking up an Apprenticeship, participating in training, or taking part in personal skills development in a community learning and development setting or a third sector organisation
- the right support to remove barriers that might restrict young people's learning choices and information, advice and guidance; to help young people take up and sustain their offer
- the right financial support to help young people take up the offer which is right for them

For more information visit:

<https://www.dgtap.co.uk/youth-guarantee>

## Youth Guarantee Universal Support for all Learners

All learners are asked to identify their plans for the future from S3 onwards. This information is saved by the school and can help young people choose relevant subjects as well as being passed on to partner organisations to plan for pathways beyond school.

Young people are asked about their anticipated leave date, preferred route and preferred sectors. This information is updated annually as young people change and consider pathways. Final destinations secured on leaving school are recorded on a leavers form.

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

## Youth Guarantee Targeted Support for Learners

Young people who don't have a secure destination but are planning to leave school will be discussed at school Employability Coordination Groups (ECGs).

Wallace Hall has a Strategic Employability Group (SEG) that meets once per term and has representation from our Extended School Management Team (primary and secondary), Pupil Support staff, our school Pupil Equity Team, Skills Development Scotland and the Employability & Skills Service. Information from Attendance Support Officers is sought where there is persistent absenteeism and when appropriate.

Wallace Hall SEG discusses our School Improvement Priorities for Employment and considers the Education Scotland/Skills Development Scotland common themes. At each meeting group members also share progress across all aspects of employability. Provision for senior pupils (S4-S6) is considered, determining their level of risk of not achieving a positive destination up to 6 months before their leaving date. For those who wish to leave but don't have a positive destination a key partner will be agreed. to ensure the appropriate support is in place for each young person.

Young people who may struggle to secure a positive destination will be given support by a variety of different groups and individuals to help get it right for every child.

There are a range of identified programmes available to help young people who wish to leave school but require more support before moving in to training, employment or further education.

For more information on the Youth Guarantee Agreement, the DG Workplace Skills Award or Project Search visit:

<https://www.dgtap.co.uk/training-development>

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

Additional contact information for staff and parents include:

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

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

For Project Search: Projectsearch@dumgal.gov.uk

For Youth Guarantee or DYW:  
[DGyouthguarantee@dumgal.gov.uk](mailto:DGyouthguarantee@dumgal.gov.uk).

## Wallace Hall Academy Straight A Students

Wallace Hall students excelled in this year's SQA courses with eight pupils in total achieving five straight A grades at Higher level. When the results were announced, Sarah Jones, Zoe Kean, Mia Larisma, Milly Macklin, Morna McKie, John McKay and Luke McKay were all delighted to learn that they had excelled, achieving five Highers at grade A with Aidan Kennedy also delighted to find out that he too had achieved the magic straight As at Higher level in six subject areas. In S6, Olivia Macklin, Oran Murray and Livia Nicholson all achieved three Advanced Highers at Grade A, with Oran being awarded the Wallace Hall Parent Council medal for Dux of Wallace Hall Academy.



Mr Graham congratulates Mia, Zoe, John, Aidan, Luke, Milly, Morna and Sarah who all achieved straight A grades in their Higher SQA Exams

## 19 School Improvements

### Improvement plan and priorities

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

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

### More information

A copy of the School Improvement Plan is available on our school website: [www.wallacehall.co.uk](http://www.wallacehall.co.uk) on the following link:

[https://645e8b6e-becd-4bbd-988d-5cb7cd92fae4.filesusr.com/ugd/92da19\\_6ad2442cffb2493cbc786cbcbb5b222f.pdf](https://645e8b6e-becd-4bbd-988d-5cb7cd92fae4.filesusr.com/ugd/92da19_6ad2442cffb2493cbc786cbcbb5b222f.pdf)



## 20 Health and Safety

### Emergency Procedures

#### Pupils taking ill

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

Arrangements can be made for pupils on medicines, diets etc., provided parents inform the appropriate PT Pupil Support in writing. Parents will be required to complete and sign a permissions form.

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

#### Accidents

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

#### Emergency Contact

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

### Severe Weather and School Closure Arrangements

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

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

### Fire Evacuation and Lock Down

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

### Leaving school Premises

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

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

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



## Health Care

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

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

S2 (all pupils)                    BCG Test (Tuberculosis)

S3 (all pupils)                    Diphtheria, Tetanus and  
Polio booster

S2/S5/S6 (female)            HPV

## School Nurse

The school nurse visits the school regularly and deals with enquiries and routine health care. Appointments can be made by referral from the Principal Teacher of Pupil Support for the pupil's house.

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

## Data Protection

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

## Images of Pupils

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

## Use of the Internet

As part of the whole learning process we allow our children supervised access to the Internet and e-mail. The authority runs its own filter system to ensure that young people are not at risk from exposure to inappropriate material. This filtering system is regularly being upgraded. We have a policy for use of the Internet and a contract for responsible use. This document is on our school website and we encourage pupils and their parents/carers to read it.



## 21 Useful Links

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

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

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

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

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

DGvoice:  
<http://www.dgvoice.co.uk>

Cool to talk:  
<https://cool2talk.org/>

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

Youthlink Scotland: [www.youthlinkscotland.org](http://www.youthlinkscotland.org)

Citizens Advice Dumfries and Galloway:  
<https://www.dagcas.org/>

Support in Mind, Scotland, National Rural Mental Health Forum: [www.ruralwellbeing.org](http://www.ruralwellbeing.org)

Support for Children and Families:  
<http://www.dumgal.gov.uk/article/16640/Support-for-children-and-families>

Education Scotland National Improvement Framework:  
[www.gov.scot/Topics/Education/Schools/NationalImprovementFramework](http://www.gov.scot/Topics/Education/Schools/NationalImprovementFramework)

CALL Scotland: [www.callscotland.org.uk](http://www.callscotland.org.uk)

Seatbelts on school transport:  
<https://www.transport.gov.scot/media/42287/seatbelts-on-school-transport-scotland-act-2017-guidance.pdf>

Parental Involvement and Engagement Partners for Support from Education and Learning Directorate:  
<http://www.dumgal.gov.uk/article/17608/Parental-Involvement>

PIN Parental Inclusion Network - parents working together to share information/advice on disability issues:  
<https://www.parentsinclusionnetwork.org.uk/>

Further information on all aspects of education is available at: <https://education.gov.scot/parentzone>

Dumfries and Galloway Parent Carer Forum:  
<https://www.facebook.com/DGPCF/> or email on [dandgparentforum@gmail.com](mailto:dandgparentforum@gmail.com)

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

Curriculum for Excellence:  
<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/>

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

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

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

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

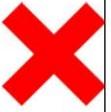
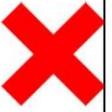
Parent Council Support CONNECT formally Scottish Parent Teacher Council Insurance Cover and Training Opportunities:  
<https://connect.scot/>

# Appendix A - Primary Uniform Guidelines



## Wallace Hall Primary - Uniform Guidelines



Examples of clothing that meet the uniform guidelines	Details	Examples of clothing that do not meet the uniform guidelines
 	<p><b>Trousers</b></p> <ul style="list-style-type: none"> <li>• Plain black/grey/navy school trousers</li> <li>• Formal school shorts</li> <li>• No skinny jeans/leggings/short shorts please</li> </ul>	 
 	<p><b>Skirt/Dresses</b></p> <ul style="list-style-type: none"> <li>• Black/navy/grey school skirt or pinafore</li> <li>• Skirts should be around knee length</li> <li>• Summer dresses in green or blue</li> </ul>	 
 	<p><b>Jumper/Cardigan</b></p> <ul style="list-style-type: none"> <li>• Sweatshirt or cardigan in black/grey/navy, with or without logo</li> <li>• Polo shirt, with or without logo</li> <li>• Branded hooded tops should not be worn in school</li> </ul>	 
 	<p><b>Shoes</b></p> <ul style="list-style-type: none"> <li>• Plain black comfortable footwear</li> <li>• Plain black trainers are acceptable</li> </ul>	 

## Appendix B - Academy Uniform Guidelines

### WALLACE HALL ACADEMY - UNIFORM GUIDELINES

Acceptable Items as Part of Uniform Guidelines	Details	Unacceptable Items Not Included Within Uniform Guidelines
	<p><b>Trousers</b></p> <ul style="list-style-type: none"> <li>• Plain black school trousers or shorts. <ul style="list-style-type: none"> <li>• No jeans or cords.</li> <li>• No striped trousers.</li> <li>• No combat trousers.</li> <li>• No leggings or jeggings.</li> </ul> </li> <li>• Any colour other than black is not part of the school uniform guidelines. <ul style="list-style-type: none"> <li>• Black socks.</li> </ul> </li> </ul>	
	<p><b>Shirt</b></p> <ul style="list-style-type: none"> <li>• Plain white shirt with either long or short sleeves. <ul style="list-style-type: none"> <li>• No striped or coloured shirts. <ul style="list-style-type: none"> <li>• No blouses.</li> </ul> </li> <li>• No sleeveless shirts.</li> </ul> </li> <li>• No patterned shirts/blouses.</li> </ul>	
	<p><b>Tie</b></p> <ul style="list-style-type: none"> <li>• Striped Wallace Hall Academy ties can be purchased from the school office.</li> <li>• S6 pupils and S5/6 Prefects can purchase a Senior tie or Prefect tie from the school office.</li> <li>• Ties should be worn at all times during the school day.</li> <li>• Ties should be worn properly with the knot tied at the collar.</li> </ul>	
	<p><b>Skirt</b></p> <ul style="list-style-type: none"> <li>• Plain black skirt. <ul style="list-style-type: none"> <li>• Black tights.</li> <li>• Black socks.</li> </ul> </li> <li>• Any colour other than black is not part of the school uniform guidelines.</li> </ul>	
	<p><b>Jumper/Cardigan</b></p> <ul style="list-style-type: none"> <li>• Plain black V-neck jumper or cardigan.</li> <li>• No logos or branded jumpers/cardigans.</li> <li>• Ties must be worn properly (knot on view) when wearing a jumper.</li> <li>• Hooded tops are not part of the uniform.</li> <li>• Any colour of jumper/cardigan other than black is not part of the school uniform guidelines.</li> </ul>	
	<p><b>Shoes</b></p> <ul style="list-style-type: none"> <li>• Plain black comfortable footwear.</li> <li>• Any colour of footwear other than black is not part of the school uniform guidelines. <ul style="list-style-type: none"> <li>• No 'Converse Boots'.</li> <li>• No white laces.</li> </ul> </li> <li>• No white/coloured branded trainers such as Nike or Adidas for example. <ul style="list-style-type: none"> <li>• No excessively high heels.</li> </ul> </li> </ul>	
<p><b>Please also note the following general points:</b></p> <ul style="list-style-type: none"> <li>• You can choose to buy a blazer from the LogoXpres website.</li> <li>• There should be no excessive fashion accessories.</li> <li>• All outdoor clothing should be removed by learners when entering classrooms and the library.</li> <li>• Logos are not permitted on any item of school clothing or shoes.</li> <li>• For safety reasons, leather and PVC skirts and trousers are not permitted.</li> <li>• Jean shorts, skirts or trousers should not be worn.</li> <li>• Plain black dress shorts can be worn in warm weather.</li> </ul> <p><b>If there is an area of concern, the head teacher has the final say in the spirit of the school uniform dress code guidelines outlined above.</b></p>		

## Appendix C - Wallace Hall ELC and Primary ClassDojo Guidelines

The ELC and all Primary classes use ClassDojo to share children's learning with home and to celebrate children's successes and achievements. One of the features of ClassDojo is the ability to send and receive messages. This is a very useful function enabling day-to-day communication between school and home and we would like to share some guidelines to allow us all to get the best use out of it.

School will use ClassDojo messages to:

- Share information about achievements and successes
- Inform parents about forthcoming events
- Send reminders, for example about changes to usual routines
- Notify parents, for example to check school bags for important letters

Please could Parents/Carers use ClassDojo messages to:

- Share day to day information, for example, that a child may be upset or worried coming into school as their pet is unwell, that they cannot participate in PE or they have lost their glasses
- Share achievements and successes from home such as learning to tie their shoelaces or from an after school club such as earning a new swimming badge or getting a certificate from yoga
- Clarify information such as when a piece of homework is due

As previously, a phone call to the office should always be made for the following:

- To share information related to absences, appointments, early collection and so on
- To make a change to arrangements for end of day pick up
- To share information about medication
- To request a meeting with a teacher to discuss a worry or concern

ClassDojo messaging is a very useful tool and ELC staff and class teachers will endeavour to respond to all messages, if a response is required, as soon as they can. Please note that school staff are unable to respond to messages during the evening, very early mornings and weekends but will reply as soon as they are able to.