

BEARSDEN PRIMARY SCHOOL HANDBOOK

2026/27





Welcome from the Head Teacher

Dear families

I would like to extend a warm welcome to all of you, particularly families who are joining us in August 2026.

This handbook is designed to give you information about the school and wider Council policies/procedures.

We aim to provide a safe, happy and enjoyable school experience for our children and families. We are very proud of our school and value our positive relationships with families and our local community.

We offer a broad and balanced curriculum and learning pathways to support our children to achieve their best. Our mission is to create successful learners, confident individuals, responsible citizens and effective contributors, both now and in the future.

We look forward to working with you throughout your child's learning journey.

Please do not hesitate to contact the school if you have any questions or wish to arrange a visit.

Kind regards

Annamarie Conway
Head Teacher
Bearsden Primary School and Early Years Centre





About Our School



School Contact Details

Bearsden Primary School
9 Roman Road
Bearsden
G61 2SR

Telephone: **0141 955 2254**

office@bearsden.e-dunbarton.sch.uk

Bearsden Primary is a co-educational, non-denominational school situated approximately 6 miles to the north west of Glasgow. The school was built in 1911 and is a beautiful sandstone building, with traditional classrooms and flexible learning spaces, including a teaching kitchen, library, wellbeing space and central hall, which is often utilised for play and enquiry based learning.

Our associated secondary school is Bearsden Academy and we work closely with our cluster partners from Baljaffray Primary/ELC, Castlehill Primary/ELC and Mosshead Primary. The school enjoys close community links with Bearsden Cross Parish Church and local businesses. We are very fortunate to have Bearsden Early Years Centre as part of our school. We work with a wide range of Early Years Centres and Private Providers to ensure that all children and families have a happy and successful transition to Primary 1.

The current school roll is 442, arranged in 16 classes.

Staffing entitlement consists of one Head Teacher, two Depute Head Teachers, a Principal Teacher and class teachers, including flexible working arrangements. The school is very well supported by Support for Learning Assistants, Classroom Assistants, the Office Team and the Facilities Management Team.



School Vision, Values and Aims

Our aspirational vision is to challenge a community of learners to achieve excellence. This is underpinned by our shared values of honesty, fairness and respect. All children are supported to enjoy their Rights through our school aims:

- Provide opportunities for every child to develop skills for lifelong learning. (*UNCRC Article 28*)
- Create a nurturing environment which embraces and celebrates diversity. (*UNCRC Articles 3 and 8*)
- Foster effective partnerships with pupils, parents and the wider community to ensure a sustainable future. (*UNCRC Articles 12 and 29*)

East Dunbartonshire Council Vision, Values and Aims



EAST DUNBARTONSHIRE COUNCIL
EDUCATION SERVICE



EXCELLENCE FOR ALL

A commitment to excellence, equity and inclusion that empowers all children and young people to succeed in learning and life.

• RESPECT • COURAGE • CREATIVITY • FAIRNESS • TRUST •





The Vision for the Education Service is 'Excellence for All - A commitment to excellence, equity and inclusion that empowers all children and young people to succeed in learning and life'. This Vision is combined with the carefully chosen values of respect, courage, creativity, fairness and trust to encapsulate the skills, actions and values expected for all our staff, children and young people.

Underpinning our commitment to continuous improvement for all, five aims were identified as overarching priorities. These aims will be measured against the Education Service improvement priorities to ensure a key focus on improving outcomes for all.

These are as follows:

Equity & Opportunity

To reduce barriers, promote equity, and enhance opportunities so all learners can thrive in a diverse, inclusive and creative learning environment.

Family & Community Partnerships

To work collaboratively with families and communities, putting children's rights at the heart of decision making and supporting family wellbeing.

Learning and Teaching

To deliver high-quality innovative learning and teaching, that supports wellbeing, achievement and attainment for all.

Child Centred and Future Focused

To provide an education system based on relationships and collaboration to prepare every learner for a successful future.

Inclusion and Empowerment

To foster a nurturing and inclusive environment where everyone feels respected, safe and inspired to achieve their full potential.



The visual representation of the Vision, Values and Aims was carefully considered. The symbolisation of mind, knowledge, growth, and success is at the heart of the concept. The graphic combines the brain representing critical thinking; the light bulb as a symbol of ideas and innovation; the heart as a symbol of care, compassion and emotional intelligence; the open book as the traditional symbol of knowledge and learning and finally the laurel symbolising growth, harmony and aspiration.

Education Scotland's Thematic Review of the Education Service in September 2024 highlighted the following strength.



“The culture of high levels of trust, high aspirations and high expectations permeates all levels of the system. The relationship-based approach leads to highly effective collaboration at all levels with a strong focus on improving experiences for children and young people.

Parent Council

Chair: Jennifer Rodgers bearsdenparentcouncil@yahoo.com

The Parent Council is a statutory body that works in close partnership with the school to ensure the highest level of support and involvement for children and families. The Parent Council represents the interests of all parents/carers. Members support learning and school improvement, participate in the recruitment of senior staff and inspection and are actively involved in discussions about self-evaluation and school improvement.

Please go to *Parents Info* tab on school website to access dates of meetings, parent council constitution and minutes of meetings.

Parent Fundraising Group (PFG)

Co-Chairs: Laura Snowball and Kirstin Taylor bpsfundraisinggroup@gmail.com

The PFG organises events throughout the year, including seasonal fairs, community fundraising events and social events for children. The PFG provides funding for additional resources and experiences for the children, including excursions, performances and celebrations.

Please go to *Parents Info* tab on school website to access dates of meetings, constitution and minutes of meetings.

Protecting Vulnerable Groups (PVG) Scheme

There is a legal requirement to join the PVG scheme for any regulated role with children. This means that parents now require PVG membership to supervise or work with children in any capacity in the school. If you would like to volunteer to support with trips, events and general school support, please contact the office in the first instance. Please note that PVG is required for the school, even if you have PVG membership in your professional role or with a voluntary organisation. The Parent Council and Parent Fundraising Group are registered as one entity, known as the Bearsden Primary Parent Group, with Volunteer Scotland Disclosure Services.

Senior Leadership Team and Teaching Team

Miss Annamarie Conway	Head Teacher
Mrs Aileen Wilson	Depute Head
Mrs Amanda Mathieson	Depute Head
Ms Stephanie Connor	Principal Teacher



P1a	Mrs Carly Rae & Miss Emma Stewart (Team Teaching Arrangement)
P1b	Miss Katherine Jaycock
P2a	Mrs Nicola Johnson
P2b	Miss Grace Oliphant and Miss Bethany Whitely
P2c	Miss Victoria Wiggins
P3a	Mr Patrick Prunty
P3b	Mrs Caroline Sloan and Mrs Kathryn Macpherson
P4a	Ms Amanda Mackenzie and Mr James McLeod
P4b	Mrs Kenna Reid and Mrs Amy Murphy
P4c	Ms Shona Gray and Mrs Lowra McGonagle
P5a	Miss Anna Cosser
P5b	Miss Robyn Higgins
P6a	Mr Ally Findlay and Ms Stephanie Connor (PT)
P6b	Miss Lisa McKay and Mr Douglas McGregor
P7a	Miss Ebony MacPherson
P7b	Miss Isla MacPherson
Targeted Learning Support	Miss Lesley Graham and Miss Angela Govenden
Reduced Class Contact Time	Mrs Elena Capaldi, Mrs Gillian Bell and Mr Douglas McGregor

Support Team

Mrs Rosie McArthur	Classroom Assistant
Mrs Sheila Gordon	Classroom Assistant
Mrs Suzie Whitehead	Classroom Assistant
Mrs Kathryn Booth	Support for Learning Assistant
Mrs Lorraine Johnston	Support for Learning Assistant
Mrs June MacLean	Support for Learning Assistant
Miss Sophie MacColl	Support for Learning Assistant
Miss Katie Andrew	Support for Learning Assistant
Mrs Samina Matloob	Housekeeper
Mrs Tara Stewart	Administrative Assistant/Office Manager
Miss Danielle O'Donnell	Clerical Assistant
Miss Kim Roy	Clerical Assistant
Mr Akhtar Ali	Clerical Assistant
Mr George Andrew	Building Manager
Ms Donna Smith	Day Cleaner



Organisation of the School Day (Staggered)

Primary 1 – Primary 3	
Start time	8.55am
Morning break	10.30am – 10.45am
Lunchtime	11.55am – 12.40pm
Finish time	2.55pm

Primary 4 – Primary 7	
Start time	9.00am
Morning break	10.50am – 11.05am
Lunchtime	12.45am – 1.30pm
Finish time	3.00pm

Home Plans

Please ensure that your child knows their home plan. This is particularly important for children who travel on the bus or attend after school care. If your child's home plan changes because of an unforeseen emergency, please phone the office as soon as possible so that we can pass this on. We respectfully ask families not to routinely change home plans because this can cause confusion for children and adults who are organising school buses and after school care.

School Bus

We have approximately 70 children travelling on the school bus this year. Staff meet children from the bus on arrival. Primary 1 children are brought into the school hall until they are settled. Children in P2 – P7 go straight into the playground. At the end of the school day, children who are travelling home by bus assemble in the hall to be registered and escorted onto the bus by members of staff. Please let us know if bus days change, so that the home bus register can be updated.

Water in School

We encourage children to bring a water bottle to school.

Nut Free School

We are a nut free school because we have children with severe allergies. Please check ingredient lists on food items for snacks and packed lunches.

School Lunches

Children in Primary 1 – Primary 5 receive a free school lunch.

[East Dunbartonshire Council School Meals](#)



School Uniform

Navy blazer/Navy jacket with the school badge (choice of 2 styles)

Grey/Navy trousers, navy skirt, pinafore dress

White shirt

Navy sweatshirt and white polo shirt with the school badge

School tie

Grey pullover or slipover/ navy cardigan or slipover

P.E. Kit: Shorts, Dri-FIT gym tops or T-shirts and sports shoes / trainers

Please note that there is no expectation for children to wear uniform with the school logo. We are committed to ensuring that uniform is affordable, practical and comfortable. Jewellery must not be worn during PE lessons.

[School Clothing Grants and Free School Meals Application](#)

Attendance at School

Attendance is recorded twice a day, morning, and afternoon.

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

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

Un-notified Absence

In order to respond appropriately to an un-notified absence, it is important that parents/carers exercise their duty of care, by notifying the school when their child will be absent and the reason for absence. Parents can do this by telephoning/emailing the school office or reporting through the parent portal. If a child is absent from school and we haven't received notification, we will telephone the primary contact in the first instance. If we can't reach you, we may contact emergency contacts before escalating concerns to the Council and/or other agencies.



Missing in Education

Children missing from education are children of compulsory school age who are not on a school roll and are not being educated otherwise (at home, privately or in an alternative provision).

They have usually not attended school for a period of time.

Additional guidance is in place to ensure inter-agency collaboration, involving education services, social work, health services and the police to ensure the safety and educational development of the child. The process aligns with The Children Missing from Education (Scotland) Service in Scotland. ([Attendance, exclusion and missing from education - Schools - gov.scot](https://www.gov.scot/topics/education/attendance-exclusion-and-missing-from-education/schools)).

Family Holidays

Every effort should be made to avoid family holidays during term time as this disrupts a child's education and greatly reduces learning time. It should be noted that it not only has an adverse effect on a child while he/she is absent from school, but also leads to extended disruption to a child's education for a period of time when he/she returns to school after the family holiday.

Family holidays will only be regarded as authorised absence where prior agreement from the school has been obtained and where it is judged the holiday is important to the wellbeing and cohesion of the family, following serious or terminal illness, bereavement, or other traumatic events. Parents should contact Miss Conway, Head Teacher, to discuss family holidays during term time.

Exceptional Closures

We make every effort to maintain a full educational service, but on some occasions, circumstances arise which lead to disruption. Schools may be affected by, for example, severe weather, temporary interruption of transport, power failures or difficulties of fuel supply. In such circumstances we will keep you updated using the usual digital methods of communication used by the school (Groupcall, email and Seesaw application).

[East Dunbartonshire Council Primary School Registration](#)

[East Dunbartonshire Council Secondary School Registration](#)

Comments, Compliments and Complaints Procedure

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

If, in particular, you have a complaint about the school, please let us know. It is better to have open, honest communication and work together to find a resolution. There will be no negative consequences arising from making a complaint and we will deal with the issue as confidentially as possible.



In relation to making a complaint:

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

Child Friendly Complaints are processes designed to allow children and young people to raise concerns or complaints in a way that respects their rights, ensure accessibility, and provides appropriate support.

Child-friendly complaints are processes designed to allow children and young people to raise concerns or complaints in a way that respects their rights, ensures accessibility, and provides appropriate support.

Child-friendly complaints processes are structured to **empower children and young people** to express concerns about services, treatment, or decisions affecting them. These processes are guided by the **United Nations Convention on the Rights of the Child (UNCRC)**, ensuring that children's rights are central to complaint handling and that their views are taken seriously

The benefits of ensuring our Child Friendly Complaints processes are fully embedded to ensure that:

- They can voice their concerns safely and confidently
- Receive responses that respect their rights and needs
- Contribute to improvements to the Council through meaningful feedback

In embedding these principles East Dunbartonshire are complying with our legal obligations under the **UNCRC**, and fostering a culture of respect, inclusion and accountability for children and young people.

Further information can be found using the following link - [Child Friendly Complaints | SPSO](#)

We will take account of our parent/carers needs and will respond with patience and understanding when parent/carers have specific requirements of us. We recognise that some of our parent/carers will encounter the Council at difficult times in their lives and/or when experiencing challenging circumstances, and that this may cause them to act in ways that are out of character, however, the Council has clear expectations around how we aspire to deliver excellence in parent/carers services. We would always suggest that contacting your child's school in the first instance to try and respond to any complaints quickly.



For further information around Council policy please see the link below:

[Unacceptable Behaviour Policy 2024 – 2028 - East Dunbartonshire Council](#)

Parental Involvement and Engagement

We support parents/carers to be involved with their child's learning in a variety of ways. Examples include regular updates on the Seesaw application, assemblies, learning showcases, curriculum workshops, learning alongside your child in school and performances. We welcome parents into the school to work with groups and classes and to share their skills. Parents are invited to meet with the class teacher twice per year to discuss progress and achievement. All children receive an end of session report, detailing progress, strengths and next steps in learning.

All parents are automatically members of the Parent Forum in Bearsden Primary. As a member of the Parent Forum all parents can expect to:

- receive information about the life and work of the school, including updates on your child's progress in learning, the annual Standards and Quality Report and School Improvement Plan
- play an active role in your child's learning journey through opportunities to visit the school
- have your say about aspects of school improvement and policy development
- identify themes you want the parent council to work on with the school
- be asked your opinion by the parent council on issues relating to the school and the education it provides
- enjoy taking part in the life of the school in whatever way possible

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

[**Scottish Schools \(Parental Involvement\) Act 2006**](#)
[Family engagement and support for parents - East Dunbartonshire Council](#)



Electronic communication with parents/carers

We aim to be a paperless school and to share information electronically wherever possible. If you change your email address, please inform the school office so that records can be updated. You will receive the following information electronically:



- All letters will be sent by email, unless written consent is required
- Groupcall text messages
- Seesaw updates from your child's class
- Weekly news
- Electronic surveys to hear your views
- Updates and notifications from the Council
- Policy and procedure updates
- Diary dates about school events
- Updates/notification of diary changes
- Updates about school transport
- Notifications to book parents' evening appointments/performance tickets
- Flyers from the Council's leisure and culture services

Groupcall Text Messaging Service

This enables us to send reminders, updates and information quickly. We can send Groupcall text messages to the whole school, groups and individuals. Please note that texts are sent to one nominated adult. If you change your mobile phone number, please inform the office so that records can be updated.

Members of staff may also contact you directly by telephone or email. We will also consult with you to hear your views about the life and work of the school through surveys and parent/carer focus groups.

Parent Portal – parentportal.scot

All schools in the Council use this online portal as a one-stop shop for sharing information between home and school. Primary 1 parents will receive information about registering for the portal.

Registered parents will receive a prompt to update your child's Annual Data Check. Parents who are not registered for the portal will receive a paper copy for completion. Please ensure that this is completed. The information you share at the beginning of the school year is recorded in the school's information management system. We use this system to contact you and emergency contacts. We also use this to know the name of the first adult contact for children. This person receives all communication from the school.



Ethos and Wider Life of the School - Wider Achievement

We offer excellent opportunities for wider achievement, including pupil leadership roles, participation groups, clubs, competitions, charity fundraising, excursions and performances. Instrumental tuition is available, for pupils at P5, P6 and P7, for violin, viola, flute, clarinet, cello and saxophone. Members of the wider community attend the school to support learners to enhance their skills in reading, debating, cooking and drama.

Whole School Assemblies

We recognise the importance of coming together as a whole school to share learning and special events. We invite guest speakers to present to children to share important messages. This includes guests from the Scottish Fire and Rescue Service and Police Scotland. A favourite event is our annual Scottish celebration in January.

Year Group Assemblies

Over the course of the school year, parents/carers are invited to attend class assemblies.

Helping Others

The school fundraises for several charities each year. We also collect for the EDC foodbank and organise a Christmas gift appeal for children and families living in poverty. We participate in Children in Need and Red Nose Day on a rotational basis.

Community Links

Bearsden Primary is loved in the local community! We welcome opportunities to connect with local people and places. Examples include visits to care homes, churches, businesses and links with community groups. We utilise spaces in the local community, including Thorn Park for Sports Day and the grounds of Bearsden Baptist Church for outdoor learning. Our school is represented at special community events, including Remembrance Sunday.

Competitions

Our children benefit from opportunities to participate in competitions, including the annual EDC road safety calendar competition, Christmas card competition, Euroquiz and Debating competition. We also participate in national events. Examples include challenges linked to Science, Technologies, Engineering and Mathematics (STEM), including K'NEX.

House System and House Captains

Our House System promotes a sense of belonging and teamwork. We have four house groups – Drymen, Kirk, Roman and Thorn. Children can earn points for their house and the winning house receives an award each month. House Captains are elected at the beginning of the school year and support their house teams throughout the year. They have a high profile in the



school and represent the school at events. House groups meet in “House Huddles” to prepare for events, including Sports Day.

House Captain Elections 2026-2027





Miko &
Rose



Harry &
Amy



Patrick &
Neil Finlay



Edward &
Alexa

Pupil Participation Groups





Skills 31 Programme

Article 31 of the United Nations Convention on the Rights of the Child (UNCRC) establishes a child's right to rest, leisure, play, and participation in cultural and artistic life. It states that schools must respect and promote this right and encourage the provision of equal opportunities for cultural, artistic, and recreational activities. All children participate in the Skills 31 programme for blocks of time during the school year, choosing a skill to learn. In addition, the school calendar includes a diverse range of cultural and artistic experiences. Examples include theatre productions, participating in performances, festivals and cultural celebrations.

Equal Opportunities for All

In East Dunbartonshire, all children are entitled to participate fully in a learning community which promotes equality of opportunity and seeks to protect against all forms of discrimination. In line with the Equality Act (2010), the school believes that adults and children have the right to learn in a caring and safe environment. The school will not tolerate any behaviour or attitudes which lead to staff and pupils being humiliated or harmed because of their age, disability, gender reassignment, marriage, civil partnership, pregnancy and maternity, race, religion or belief or sexual orientation.

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

- eliminate discrimination, harassment and victimisation
- advance equality of opportunity between children who share a characteristic and those who do not
- foster good relations between different groups

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

[Technical guidance for schools in Scotland | EHRC \(equalityhumanrights.com\)](https://equalityhumanrights.com/technical-guidance-for-schools-in-scotland/)

Child Poverty Action Group – Cost of the School Day

We are committed to ensuring equity for all families and removing barriers created by the cost of the school day. We are aware of hidden poverty, including in-work poverty and the impact of the current cost of living crisis for all families.

We are mindful of the cost of the school day for everyone and of the additional cost pressures that come from activities linked to the ethos and wider life of the school, including trips, school clubs, social events and fundraising.

Please contact the school if you require support with meeting the cost of the school day.



United Nations Convention on the Rights of the Child (UNCRC).

The [UNCRC \(Incorporation\) \(Scotland\) Act 2024](#) makes children's rights protected in Scottish law, meaning public authorities must respect children's rights. Child-friendly resources explain these rights in simple terms, such as the right to education, health, play, fair treatment, and protection, and the right for their views to be heard.

Bearsden Primary achieved Gold in the Rights Respecting School Award Scheme and participates in the Council's My Voice, My Choice forum.

[Child Friendly UNCRC Poster](#)

Promoting Positive Relationships, Behaviour and Learning

The Council created a Relationships, Behaviour and Learning policy framework to support schools to develop a culture of respect, inclusion, safety and security for everyone. This is underpinned by positive relationships and reflects our Values and Behaviour Blueprint in Bearsden Primary.

We aim to:

- Set high expectations for relationships, behaviour and learning
- Live our values in everything we do
- Promote inclusion for all
- Create learning environments that meet the needs of all learners
- Ensure that the curriculum is designed, differentiated and adapted for everyone
- Model the behaviour and communication we expect to see
- Implement our Behaviour Blueprint (see below)

Respect for All (Anti-Bullying)

Our policy was co-created with children, staff and parents and is underpinned by the values of:

- children's rights
- fairness
- respect
- equality
- inclusion

We want all children and young people to feel safe, secure and able to build positive relationships with peers and adults.

East Dunbartonshire Council's anti-bullying policy aims to create a safe and supportive environment in its schools by promoting a culture where bullying is unacceptable. The policy aligns with the Scottish Government's approach and is informed by legal frameworks like the Equality and Human Rights Policy. Key components include ensuring everyone is aware that



bullying is never acceptable, providing guidance on what action to take if bullying is witnessed or experienced, and using a multi-agency approach that includes preventative and restorative practices. Our refreshed school policy will be published in January 2026, following consultation with children, staff, families and partners.





Bearsden Primary's Behaviour Blueprint

All adults at Bearsden Primary strive to:

- Meet and greet all children
- Be calm and consistent with high expectations for all
- Support all children in moving around the school calmly



Over and above behaviours for children to strive to:

- Consistent good manners
- Kindness
- 100% effort to tasks

Our 3 rules/values:

- Respect
- Honesty
- Fairness

*At Bearsden our aim is:
Encouraging a community of learners to achieve excellence.*

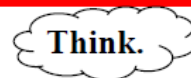
Stepped Sanctions

1. Reminder
2. Warning
3. Last Chance
4. Time Out
5. Repair



Restorative Questions:

1. What has happened?
2. What were you thinking at the time?
3. Who has been affected by the actions?
4. How have they been affected?
5. What needs to be done to make things right?
6. How can we do things differently in the future?





Curriculum for Excellence

Curriculum for Excellence is Scotland's curriculum for children aged 3-18.

It's designed to provide young people with the knowledge, skills and attributes they need for learning, life and work in the 21st century.

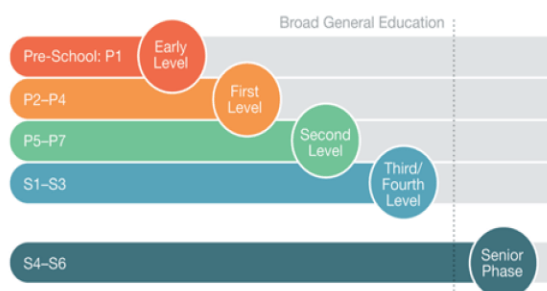
It aims to enable every child or young person to be a successful learner, confident individual, responsible citizen and effective contributor

Levels and Stages

The curriculum is broken into two broad stages:

- a broad general education, providing a rounded education from the early years until the end of S3
- a senior phase, which will include studying for qualifications (from S4-S6).

The broad general education is divided into five curriculum levels (early to fourth) across eight curriculum areas.

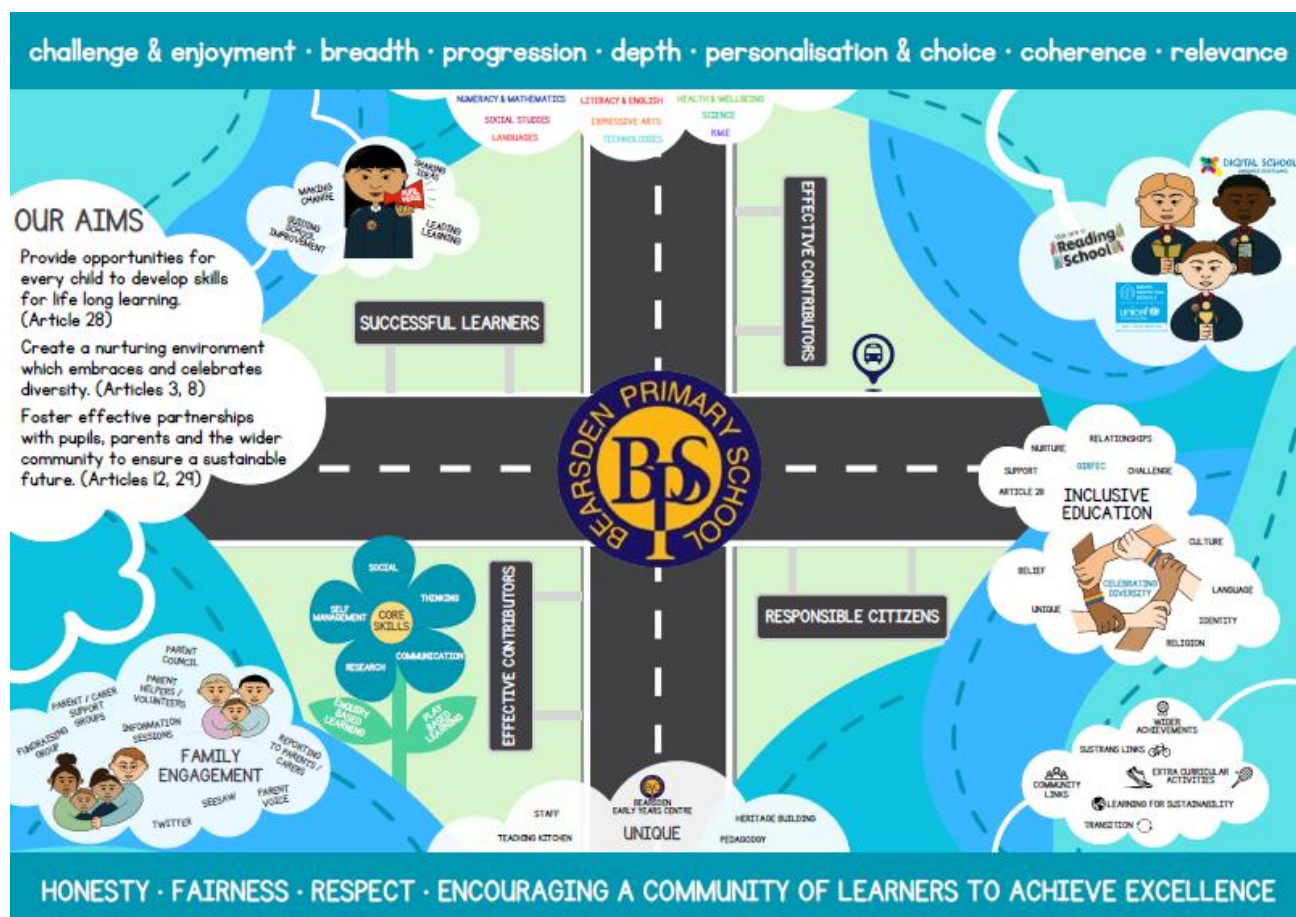


Curriculum Areas





Bearsden Primary Curriculum Rationale



Curriculum Areas

Expressive Arts – Art & Design, Drama, Dance and Music

Through the expressive arts, children are supported to:

- express themselves in different ways and be creative
- experience enjoyment through creative and expressive performances and presentations
- develop skills specific to the expressive arts and also transferable skills
- develop an appreciation of cultural values, identities and ideas

In Bearsden Primary, children participate in a progressive expressive arts curriculum. This is enhanced through opportunities to:

- experience art and design, drama, dance and music in the curriculum
- present/perform in front of an audience at class assemblies, school shows and events
- tuition from the instrumental music service
- lead and participate in clubs
- choose activities through the *Skills 31* programme



Health and Wellbeing

Learning through health and wellbeing supports children to:

- experience positive aspects of healthy living and an active lifestyle
- develop the knowledge and understanding, skills, abilities and attitudes necessary for their physical, emotional and social wellbeing now and in their future lives
- make informed decisions in order to improve their physical, emotional and social wellbeing
- apply their physical, emotional and social skills to pursue a healthy lifestyle

In Bearsden Primary, children participate in a progressive health and wellbeing curriculum which is underpinned by Children's Rights. This includes a broad, balanced experience of:

- health – mental, social, emotional and physical
- physical education and physical activity including sport
- eating for health, including opportunities to learn in the teaching kitchen
- keeping safe at home, school and the community
- drugs, alcohol and tobacco
- sexual health, relationships and parenthood (SHRP)
- planning choices for school and beyond

Sensitive aspects of the Health & Wellbeing curriculum include learning about substance misuse and sexual health, relationships and parenthood. These aspects are delivered in an age and stage appropriate way, ensuring that parents are aware of outcomes being covered. Parents have the right to withdraw their child from SHRP and can do so by writing to the Head Teacher.

Languages

There are two aspects of the languages area of the curriculum – literacy & English and additional languages. Literacy is the key that unlocks learning across the curriculum. There are three aspects of literacy – reading, writing and listening and talking. Through a progressive curriculum, children are supported to:

- engage in rich play based learning experiences to support literacy development in P1 and P2
- develop strong foundations in literacy skills – word reading and language comprehension
- communicate their thoughts and feelings and respond to those of other people
- develop skills in listening, talking, reading and writing which are essential for learning, work and life
- use different media and digital technologies effectively for learning and communication
- develop higher order thinking skills
- access high quality texts and resources to support learning
- write for a variety of purposes and audiences



1 + 2 Languages Approach

A structured programme of French is followed by all pupils in line with the Scottish Governments 1 + 2 approach to Modern Languages. The approach encourages spoken language and includes a number of activities, songs and games designed to foster confidence in spoken French with language learning being part of everyday life in the classroom. Our second language is Spanish which is delivered through blocks in P5-P7.

Numeracy & Mathematics

Through a progressive curriculum, children are supported to develop knowledge and skills across number, money and measure, shape, position and movement and Information handling, enabling children to:

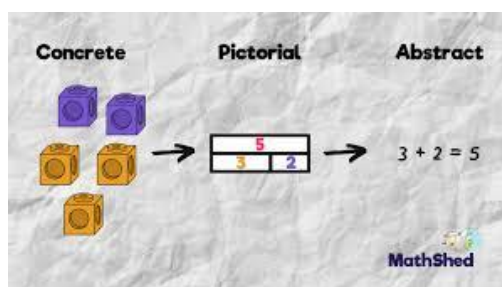
- engage in rich play based learning experiences to support numeracy development in P1 and P2
- develop essential numeracy skills, including early arithmetical skills and problem solving skills
- develop a secure understanding of the concepts, principles and processes of mathematics and apply these in different contexts, including the world of work
- have an understanding of the application of mathematics, its impact on our society past and present, and its potential for the future

CPA Approach in Numeracy and Mathematics

Concrete: Children use physical objects to model problems. For example, they might use counters to represent fruit in an addition problem.

Pictorial: After becoming comfortable with the concrete stage, Children move to a "seeing" stage by drawing pictures or using diagrams (like bar models) to represent the objects and concepts they have handled.

Abstract: Finally, Children use numbers and symbols to solve the problem on their own, having made the connection between the physical objects and the abstract concepts.





Religious and Moral Education (RME)

Religious and moral education includes learning about Christianity and other world religions, and supports the development of beliefs and values. It also includes aspects of philosophical enquiry.

Learning through religious and moral education enables children to:

- develop knowledge and understanding of Christianity and other world religions
- celebrate diversity across Christianity and other world religions
- develop curiosity, tolerance and understanding of similarities and differences
- explore beliefs, attitudes, moral values and practices through personal search, discovery and critical thinking

In Scotland, schools are legally required to provide religious observance (RO), which parents can withdraw their child/ren from. Our approach to religious observance is to ensure that it reflects and celebrates the diversity in our community and is inclusive of all children and families.

Sciences

The Sciences curriculum includes the study of planet Earth, forces, electricity and waves. Biological systems, materials and topical science. Children experience a progressive curriculum in Sciences which supports them to:

- develop their interest in, and understanding of, the living, material and physical world
- engage in collaborative, investigative learning
- develop skills to become creative, inventive and enterprising

Social Studies

In Bearsden Primary, Social Studies is delivered through interdisciplinary and enquiry based learning. Children participate in 6 week learning sprints, underpinned by the development of core skills.

Social Studies impact on learners includes developing an understanding of the world, their community, and their place in it, which helps them become responsible citizens and confident individuals. It fosters critical thinking, empathy, and curiosity through exploring diverse perspectives, using evidence to form conclusions, and understanding how different people and societies function in various times and places.

Technologies

Learning through technologies enables children to:

- develop an understanding of technologies and their impact on society – in the past, present and future
- apply knowledge, understanding and practical skills to design and create products, processes and solutions that meet needs in play, work and daily life



- gain the confidence and skills to embrace and use technologies now and in the future
- evaluate technological processes and products critically and constructively, taking account of cultural, ethical, environmental and economic factors



Digital devices donated by the Parent Fundraising Group, 2025

Digital Learning

The school is very well equipped with high quality devices and resources to support digital learning, including tablets, laptops and bespoke digital resources to meet learning needs. Every class has an interactive promethean board, with a range of tools and applications. We also have 3 mobile promethean boards to use in flexible learning areas.

Play and Enquiry Based Learning

Play and Enquiry Based Learning (PEBL) is a key priority in Bearsden Primary. Our approach reflects Scotland's National Play Strategy and upholding the right to play.



Play Strategy Vision

“We want Scotland to be the best place to grow up. A nation which values play as a life-enhancing daily experience for all our children and young people: in their homes, nurseries, schools and communities”



Resources

The school uses a range of high quality resources to support learning and teaching. These include:

- a range of educational software subscriptions, including Heinemann Active Maths and Nessy
- high quality resources to support play and enquiry based learning – stimulating learning environment, hands-on and open ended materials, natural items, sensory and loose parts and digital and print resources.
- concrete materials and manipulatives to support children to understand abstract mathematical concepts – counters and blocks, Numicon, place value aids, everyday objects, 2D and 3D shapes, tools for measuring and maths based games
- sensory based resources
- wide range of guided reading texts (fiction and non-fiction), novels, aural texts, media, big books, textbooks, magnetic boards, games and visuals

Assessment

Teachers gather evidence to inform their professional judgement about progress and achievement within and across Curriculum for Excellence levels. This evidence is provided by a suite of assessments including:

- On-going formative assessment, based on what learners say, make, write and do.
- Periodic assessment evidence from termly progress weeks in Reading, Writing, Listening & Talking and Numeracy. These assessments reflect application of Curriculum for Excellence benchmarks.
- Other summative assessment evidence data, including standardised assessments, diagnostic assessments and placement assessments.

Liaising with and Involving Parents in their Child's Education

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

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

Everyone who is a "parent" (under Education Law) has the right to receive advice and information about their child's education and take part in activities. The Education Service will



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

This publication is available from schools or the Chief Education Officer who can be contacted at:

East Dunbartonshire Council, The Marina, Strathkelvin Place, Kirkintilloch, Glasgow
G66 1TJ

Tel: 0300 123 4510

Email: greg.brember@eastdunbarton.gov.uk



Getting it Right for Every Child



[Getting it right for every child \(GIRFEC\)](#) is the national approach in Scotland designed to improving outcomes for children and young people by offering the right help at the right time from the right people.

Most children get all the support and help they need from their parent(s), wider family and local community. There may be times, however, when a child or family need additional advice or support. The GIRFEC approach helps children, young people and their families work in partnership with the services that can help them. It puts the rights and wellbeing of children and young people at the heart of the services that support them - such as early years services, schools, and the NHS - to ensure that everyone works together to improve outcomes for a child or young person.

GIRFEC is a way of working which focuses on improving outcomes for all children by placing the child at the centre of thinking, planning and action.

The GIRFEC approach is relevant for every service that impacts on children, including staff in adult services who are working with parents and carers.

GIRFEC starts in the universal services of health and education, focusing on early intervention to provide the right help at the right time.

GIRFEC Roles and Responsibilities

Head Teacher – Annamarie Conway

Named Support for Learning Co-ordinators – Aileen Wilson and Amanda Mathieson

Child Protection Co-ordinators – Annamarie Conway, Aileen Wilson and Amanda Mathieson

PREVENT Co-ordinator – Annamarie Conway

Link Educational Psychologist – Amy Barr

Link QIO – ASN and Children's Services – Carolan Burnet

Named Inclusion Officer – Lyndsay Dawson

[East Dunbartonshire Council's Including Every Learner Policy](#)



Wellbeing

Wellbeing is at the heart of the GIRFEC approach. It is recognised that a child's wellbeing is influenced by everything around them and their different experiences and needs they have at different times in their lives.

GIRFEC sets out eight indicators of wellbeing:

Safe, Healthy, Achieving, Nurtured, Active, Respected, Responsible and Included

It is everyone's responsibility to work together to promote, support and safeguard the wellbeing of all children.

GIRFEC ensures that children receive consistent and effective support for their wellbeing. If you need to talk to someone about your child's wellbeing, or require information or advice, please contact one of the Depute Head Teachers in the first instance.

Inclusive Learning

Inclusive learning has been a priority in the Bearsden Primary School Improvement Plan for the past two years. In Session 2024/25, the whole staff team developed their knowledge and practice through implementation of [The Circle](#) framework.



The school will continue to build on prior learning and continue to implement aspects of The Circle framework to achieve the following outcomes:

- All learners with ASN are supported through a staged model of universal and targeted support
- All children who are supported through the TAC process have SMART targets/outcomes
- All children who are supported by the TAC process have their voices heard in decision making



Levels of Support

Universal Support – for children who require individualised approaches, resources or interventions to address barriers to wellbeing and/or learning.

Informed by observations, assessment evidence, teacher evaluations, child's work, views of the child and family.



Universal plus Targeted Support (Action Plan) – for children who require targeted support and/or multiagency involvement to address barriers to wellbeing and/or learning.

Health & Wellbeing Assessment

5 Magic Questions

Team around the Child (TAC) process

Targeted Support Action Plan

Informed by observations, assessment evidence, teacher evaluations, child's work, views of the child and family, feedback from Pupil Support Group and Team around the Child.



Universal Support plus Multiagency Support – for children who require support from agencies out with education.

Informed by observations, assessment evidence, teacher evaluations, child's work, views of the child and family, multiagency assessments/reports, feedback from Pupil Support Group and Team around the Child.

Examples include Speech & Language, Social Work and Occupational Therapy.



Co-ordinated Support Plan (CSP)

A statutory legal document for children with complex or multiple additional support needs that negatively affect their education and are likely to continue for more than a year. It outlines the support needed from the education authority and at least one other agency (like social work or health) to meet the child's long-term learning goals. The CSP is the only statutory education support plan in Scotland, ensuring the support written into it is provided and is reviewed at least annually.

Advocacy

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



My Rights, My Say

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

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

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

Supporting Families Service

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

Child Protection and Safeguarding

East Dunbartonshire Council's Child Protection Policy (August 2024) sets out the following:

East Dunbartonshire Council is fully committed to protecting and safeguarding the welfare of all children and young people. It recognises its responsibility to take all reasonable steps to promote safe practice and to protect children and young people from abuse, neglect and exploitation.

Further, it recognises that the Getting it Right for Every Child approach provides the methodology and shared language to help staff work together with children, families and colleagues from other agencies to promote, develop and safeguard wellbeing. Within the context of their role and responsibilities, all education staff will:

- 1) Establish open, positive, supporting relationships across the whole school community to ensure that children and young people will feel that they are listened to, and where they feel secure in their ability to discuss sensitive aspects of their lives.
- 2) Promote a climate in which children and young people feel safe and secure.
- 3) Model behaviour which promotes health and wellbeing and encourage it in others.
- 4) Use learning and teaching methodologies which promote effective learning.
- 5) Be sensitive and responsive to the wellbeing of each child and young person.
- 6) Take all reasonable steps to protect children and young people from abuse, neglect and exploitation by adhering to child protection procedures.
- 7) Where concerned that a child could be at risk of harm/abuse, be guided by the underpinning principle – the needs of the child are the paramount concern.
- 8) Maintain open and positive relationships with parents and carers unless advised to the contrary by Social Work Advice and Response.
- 9) Recognise the limits of their responsibilities within East Dunbartonshire's child protection network.
- 10) Report child protection concerns to the school's Designated Person for Child Protection.



- 11) Actively participate in child protection training and other Performance Review & Development Review opportunities relevant to the care and protection of children and young people.
- 12) Adhere to the guidance on information sharing and confidentiality and understand that, in relation to a concern that a child or young person could be at risk from harm/abuse, report their concerns to the Child Protection Coordinator.

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

Child Protection and Safeguarding

Anyone who suspects child abuse or neglect should contact East Dunbartonshire Council Social Work Advice and Response on **0141 777 3000**, or the Police. For out-of-hours child protection concerns in East Dunbartonshire, call the Glasgow & Partners Emergency Social Work Service at **0300 343 1505**.

Each school has a designated Child Protection Coordinator, who will work with other professionals, children and where appropriate, families to safeguard children. The Child Protection Co-ordinator for Bearsden Primary is Annamarie Conway, Head Teacher, supported by Aileen Wilson, Depute Head and Amanda Mathieson, Depute Head.

PREVENT Scotland Strategy

Police Scotland is committed to working in partnership to deliver the aims of the Prevent Strategy. There is a requirement for all schools to have a PREVENT Co-ordinator. In Bearden Primary this role is held by Annamarie Conway, Head Teacher.

The PREVENT strategy is a UK wide counter-terrorism and safeguarding programme. In Scotland, this aligns to the GIRFEC model of safeguarding children and young people from being drawn into terrorism or supporting extremist views through early intervention and appropriate support.



The ScotXed Programme

Pupil information is transferred electronically through the ScotXed programme.

The following explanation has been provided directly by ScotXed:

Transferring Educational Data about Pupils

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

Why do we need your data?

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

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

Data Policy

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

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



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

Your Data Protection Rights

The collection, transfer, processing and sharing of ScotXed data is done in accordance with the Data Protection Act (2018). We also comply with the National Statistics Code of Practice requirements and other legislation related to safeguarding the confidentiality of data. The Data Protection Act gives you the right to know how we will use your data. This note can give only a brief description of how we use data. Fuller details of each individual ScotXed survey, including the purpose of each and the published data, can be found on the ScotXed website <http://www.gov.scot/Topics/Statistics/ScotXed> Pupil names and addresses (other than postcode) are never collected in any ScotXed statistical survey.

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

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

Concerns

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



Transport

[East Dunbartonshire Policy on the Provision of School Transport](#)

Data Protection Act 2018

East Dunbartonshire Council will process your child's personal data in compliance with the Data Protection Act 2018 and all other relevant legislation. The Council may share your child's personal data with other Council services and public agencies to support the delivery of services to promote the health, safety and well-being of children and young people. For full details of how we will use your data please visit - www.eastdunbarton.gov.uk/council/privacy-notices

Accessing Your Child's Pupil Records

To access a child's records with East Dunbartonshire Council, you can either use the online [Parents Portal](#) for school-related information or submit a formal [Subject Access Request \(SAR\)](#) for other records. Parents can make a request on behalf of a child under 12 or one who lacks the maturity to make the request themselves. For school information, the process involves providing details about your child to be verified, receiving a security code, and submitting the request for school approval. For other records, you must submit a formal SAR with your details and the information you are seeking.

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

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



Freedom of Information (Scotland) Act 2002

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

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

Use of Photographs/Video Involving Pupils

USE OF PHOTOGRAPHS AND VIDEO FILM INVOLVING PUPILS

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

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

[ICT Acceptable Use Policy](#)

School Campus No Smoking Policy

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

Pupil Use of Mobile Phones in School

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

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

All establishments will incorporate the following points into their policy:



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

Please note that the Council's policy on mobile phones is currently under review (2025).

Appointment of Adults to Voluntary Childcare Positions

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

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

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

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



Attainment and Achievement Data

Achievement of Curriculum for Excellence Levels at the end of June 2025				
	Reading	Writing	Talking & Listening	Numeracy & Mathematics
Early level by end of P1	almost all	almost all	almost all	almost all
First level by end of P4	almost all	almost all	almost all	almost all
Second level by end of P7	almost all	almost all	almost all	almost all

Self-evaluations of How Good Is Our School? (4th edition)

Quality indicator	School self-evaluation	Inspection/ Authority evaluation
1.3 Leadership of change	Very good	Choose an item.
2.3 Learning, teaching and assessment	Very good	Choose an item.
3.1 Ensuring wellbeing, equity and inclusion	very good	Choose an item.
3.2 Raising attainment and achievement	very good	Choose an item.

Summary of School Improvement Priorities for Session 2026/27

Priority 1: Improving Wellbeing and Inclusion

- Learning and Teaching Toolkits: Differentiation & Adaptive Teaching and Metacognition (this will integrate across all improvement priorities)
- Introduce the *Zones of Regulation* framework to build a whole school, consistent approach to supporting emotional wellbeing and self-regulation.
- Continue to embed the five core skills across the curriculum and begin to look at progression across core skills.(this will integrate across all improvement priorities)

Priority 2: Improving Learning, Teaching and Assessment in Numeracy and Mathematics

- Planning and progression frameworks
- Learning and Teaching Toolkits: Differentiation & Adaptive Teaching and Metacognition
- Approaches to assessment, including continuous formative assessment
- Flexible mental strategies/Number Talks pedagogy
- Differentiation and adaptive teaching
- *Concrete-Pictorial-Abstract* phases and strategies
- Core skills across numeracy and mathematics

Outcomes carried forward from 2025/26:

Improving Learning, Teaching and Assessment in Writing



- Improve bespoke supports for learners in writing.
- Create genre based writing pathways to support planning and progression.
- Strengthen approaches to moderation.



Bearsden Primary School
Handbook 2026/27



School Handbook information is subject to review and change.

Bearsden Primary School
August 2026