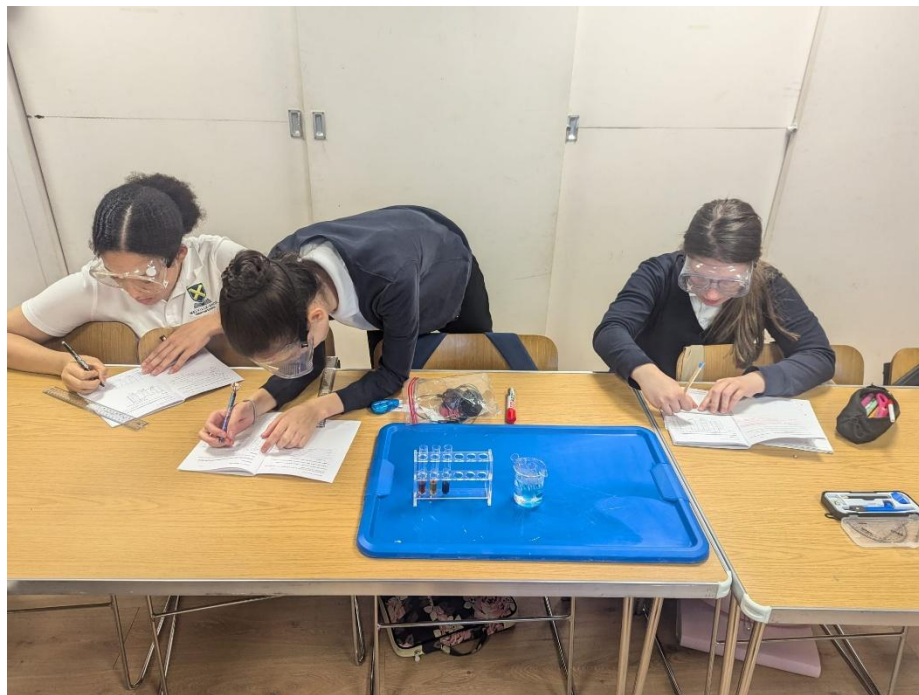




Melville-Knox Christian School
Secondary School Handbook 2025-2026



*How much better to get wisdom than gold!
And to get understanding is to be chosen rather than silver.*

Proverbs 16 :16

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It is our prayer and hope that with your support and the support of other parents, we can work together in creating an environment where our children can be nurtured and encouraged on a journey where God brings them to faith and/or grants us the privilege of helping them mature and grow in that faith. Additionally, we can help them develop the 4 capacities of becoming successful learners, confident individuals, effective contributors and responsible citizens.

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General school information

Introduction

This handbook aims to provide you with the information which you need to get the best from our school. It is intended especially for the parents of pupils new to the school, but should hopefully also be useful point of reference for existing parents and pupils.

Melville-Knox Christian School is currently the only Christian school in Glasgow and one of the few in Scotland. We offer a thorough and excellent education that is based upon the Word of God and prepares children to serve God throughout all stages of life. Children need to learn Biblical wisdom, a quality that is desperately lacking in modern Scotland. Biblical wisdom is not just learning facts about the Bible, but learning how the Bible relates to all of life. Biblical wisdom bows before Christ in every subject of the curriculum. It honours Christ who is Lord of all of life. Our school seeks to consistently apply these principles through the whole curriculum to prepare our pupils to serve in His kingdom.

Since God created all things and all knowledge belongs to Him, our school teaches each subject on the curriculum from a Biblical perspective. Christianity affects the whole of life, including how we think and learn and so we teach how to love God with all the heart and mind.

Dr Irene Nicol
Depute Head Teacher (Secondary remit)

Your commitments

We ask that you:

- Read and understand the school's statement of faith (p 5)
- respect and adhere to the school's policies and guidance (Guiding principles, p 7)
- let the school know if you change your mobile/telephone number and/or address/ e-mail address
- enjoy and take part in school activities
- accept your responsibility to respect staff who work in the school, encourage your child to do so too, and encourage the school to be proactive in taking forward our commitment to care for and educate your child according to the contract of commitment (p 6).

**Melville-Knox Christian
Schools – Statement of Faith**

We believe and accept the revelation of the triune God given in the Scriptures of the Old and New Testaments, variously expressed in the Reformed Confessions, namely the Westminster Confession of Faith and Larger and Shorter Catechisms (1646); Three Forms of Unity: Belgic Confession (1561), Heidelberg Catechism (1563), Canons of Dort (1619); and the London Baptist Confession (1689).

Staff members must indicate their unqualified acceptance of one of these confessions.

For the sake of unity and making allowance for the few areas in the Confessions that are not in agreement, there should be no teaching at variance with the doctrines of these named confessions.

We therefore believe in:

1. The divine inspiration and inerrancy of Scripture, its supreme authority in all matters of faith and conduct.
2. The sovereignty and grace of God the Father, God the Son, and God the Holy Spirit in creation, providence, revelation, redemption, and final judgement.
3. The world was created in 6 literal days, and that God rested on the seventh.
4. The sinfulness and guilt of man, making him subject to God's wrath and condemnation.
5. The substitutionary sacrifice of the incarnate Son of God as the sole and all-sufficient ground of redemption from the guilt and power of sin and from God's wrath and condemnation.
6. The justification of the sinner solely by the grace of God through faith in Christ crucified and risen from the dead.
7. The regenerating, illuminating, indwelling, and sanctifying work of God the Holy Spirit.
8. The abiding authority of the moral laws of God as summarised in the Ten Commandments.
9. The personal, visible return of the Lord Jesus Christ in power and in glory to judge the world.
10. The bodily resurrection of all mankind, the believer to life everlasting and the unbeliever to eternal damnation.

For the sake of unity, sung items of praise being offered explicitly as worship to God should be from the Book of Psalms and should not be accompanied with instrumental music.

Weblink: <https://www.melville-knox.org.uk/about/statement-of-faith/#:~:text=We%20therefore%20believe%20in%3A,%2C%20redemption%2C%20and%20final%20judgment.>

Parental Contract of Commitment

I/We understand and accept that the school is run on the basis of the Statement of Faith (in the school's constitution available on the school website) and in line with the stated objectives.

I/We agree:

to accept the authority of the Board and abide by its decisions

to uphold the disciplinary decisions of the school

to be supportive of the work of the school

to send my child/ren appropriately prepared and properly dressed in uniform

to make sure my child/ren arrive at the school at least 5 minutes prior to the lesson start, as much as it is possible

to give of my time and help as and when the need arises and as I/we am/are able.

I/We have read the Guiding Principles of the school and have had the initial interview to our satisfaction.

I/We have read and understood the Notes for Parents document and agree that the school will use either the Authorised King James Version or the New King James version of the Bible and will sing Psalms from the Scottish Psalter for worship.

I/We affirm that responsibility for sex education lies with parents and not the school.

I/We recognize difficulties in the following areas highlighted in the document (circle appropriate):

Basic discipline (with _____ child's name if more than one child)

Attention span (with _____ child's name if more than one child)

Basic hygiene and nutrition (with _____ child's name if more than one child)

Independence (with _____ child's name if more than one child)

Use of swear words/other unacceptable expressions (with _____ child's name if more than one child)

_____ (other, please specify)

I/We invite the school to partnership with us on these aspects of my/our child/children's behaviour and learning, and other similar aspects that come up during their education at Melville-Knox Christian School.

We agree to pay all school fees and agree to

provide at least one-term's notice in writing to the Treasurer

before withdrawing our child(ren) from the school or to pay one term's school fees in lieu

Guiding Principles of Melville-Knox Christian School

According to the first question of the Westminster Shorter Catechism, the chief end of man is “to glorify God and to enjoy him forever” (1 Cor. 10:31). This purpose should not only govern the behaviour of individuals, but even that of organizations, businesses and educational establishments. For this reason, the guiding principle of Melville-Knox Christian School is to glorify and enjoy God through the education it provides. Flowing from this primary guiding principle, Melville-Knox Christian School aims to practice three subsidiary principles, which are stated and described below.

The first subsidiary principle of Melville-Knox Christian School is to instil wisdom and Godly character in its pupils, equipping them for life in the 21st Century. Any education builds a foundation for a pupil’s life, but only an education based on the Word of God will build a solid foundation that will adequately prepare the pupil for life in the 21st Century (Luke 6:46-49). God’s Word applies to all areas of life and for this reason the school bases each of its subjects, not just Religious Education, on Biblical principles. Through thorough instruction of the Bible, the School seeks to train its pupils in the fear of the Lord by teaching them about their spiritual inheritance (Prov. 1:7, 4:7). An understanding of this spiritual inheritance would not be complete, however, without an accompanying understanding of the pupils’ cultural inheritance. In order to be ready for life in the 21st Century and to have a positive impact on their own cultural environment, the children have to be culturally literate. The school recognises that, as a Christian school, the culture it transmits to its pupils is not the mainstream culture of 21st Century Britain, but a sub-culture of it. The school, however, seeks to achieve an appropriate balance between teaching the Christian and secular cultures of today. Through this kind of cultural education, the School seeks to show its pupils the positive aspects of the culture they live in, while preparing them for the dangers and sin that exist in that culture.

In addition to preparing its pupils culturally for life in the 21st Century, the School also seeks to prepare its pupils by building their character. What does it benefit a person if he has the best education available but has a bad character? Melville-Knox Christian School sees character building as a vital aspect of education, which it strives to achieve by teaching Biblical standards of behaviour and thought, disciplining bad behaviour, rewarding good behaviour, and providing the examples of Godly teachers. The school recognises that the main responsibility for character building lies with the children’s parents and, in increasing measure, with the children themselves, so the School works in partnership with the parents when possible. Ideally, the School and the parents will share each other’s values and methods, but where this is not the case, the school will insist on correct behaviour while the children are in its care.

Through this outlined approach, the school believes and prays that, as the Lord blesses the work, its pupils will learn wisdom and develop in Godliness so that they are able to successfully navigate and positively impact the secular culture in which they live. As Jesus said in Matthew 7:13-14, “Enter by the narrow gate. For wide is the gate and broad is the way that leads to destruction, and there are many who go in by it. Because narrow is the gate and difficult is the way which leads to life, and there are few who find it.” The school desires to glorify God by producing individuals who will walk the narrow path that leads to life and who will seek to glorify God and enjoy Him as they live their lives.

The second subsidiary principle of the school is to provide its pupils with excellent education. Melville-Knox Christian School strives to accomplish this aim by doing everything as “unto the Lord” (Col. 3:23-24). In other words, the School will endeavour to do all to the best of its ability, with diligence and integrity, always seeking first the glory of God. In order for the School to accomplish this, all the individuals who lead and work in the school must work towards this goal.

The School will promote this high academic standard by maintaining an encouraging and safe learning environment. Such an environment will encourage the pupils' enjoyment of the learning experience and promote a desire within them to strive for excellence in their work. This suitable environment is one that teaches children at their level and inspires them to learn by encouraging them to work hard but not discouraging them by demanding what they cannot achieve. As much as is possible, the teaching is to be tailored to the individual pupil; slow learners are to be given the time they need to learn and faster learners are to be spurred on with extra tasks. By approaching excellent education in this way, the School seeks to develop each pupil's individuality and gifts.

A necessary level of attention to individual learning speeds and talents is only possible where the teacher-pupil ratio is kept low. Melville-Knox Christian School's rule for maximum class size is 20 children per class. Additionally, each class will ideally have at least one classroom assistant. If the School begins to grow beyond the size of 20 pupils per class, the School will seek to accommodate this growth, not by increasing the class size, but by opening up sister schools. It is part of the vision of Melville-Knox Christian School to offer excellent Christian education to all who want it, and this involves the possibility of opening up new schools in areas where there is no provision of excellent Christian education. Through this aim, the School seeks to bring glory to God through its standard of excellence and wide availability of education; it seeks to encourage the enjoyment of Him through the learning environment that it provides.

The third and final subsidiary principle of Melville-Knox Christian School is to be a fragrance and a light to its surrounding community. 2 Cor. 2:14 says, "Now thanks be to God who always leads us in triumph in Christ, and through us diffuses the fragrance of His knowledge in every place." Also, Jesus tells us, "You are the light of the world. A city that is set on a hill cannot be hidden. Nor do they light a lamp and put it under a basket, but on a lampstand, and it gives light to all who are in the house. Let your light so shine before men, that they may see your good works and glorify your Father in heaven." (Matthew 5:14-16).

In keeping with these portions of Scripture, Melville-Knox Christian School aims to be visible in the community and to serve it. Serving the community includes, firstly, offering excellent education indiscriminately (including to those from families with other faiths or no faith, as long as the parents agree to submit to the aims of the School and its practices). Secondly, the School will seek to help home-schooling parents fulfil their God-given responsibility to educate their children in the ways of the Lord. The School will aim to have programs that will support home-schooling parents educationally, emotionally, and spiritually, where applicable. Thirdly, the School seeks to serve the community by actively looking for opportunities to be a blessing to it, such as taking part in a clean-up project, visiting a local care home, participating in the activities organised by the community, etc.

In brief, the chief end of Melville-Knox Christian School is "to glorify God and to enjoy Him forever" through its teaching and the three subsidiary aims of the School that seek to bring this into practice are:

☒ to instil wisdom and Godly character in its pupils, equipping them for life in the 21st

☒ to provide its pupils with excellent education.

☒ to be a fragrance and light to its surrounding community by offering excellent education indiscriminately, by supporting home-schooling families and by being positively involved in the community.

Context within Scotland

Melville-Knox Christian School Glasgow started initially as a Christian primary school which opened on 18th August 2014 in the Robroyston Church of Scotland building. Having outgrown the premises in Robroyston the school moved to Parkhead in 2020. In 2023, the schools tenth year, a second campus was opened in Kelvingrove and secondary schooling began at the Parkhead campus with S1/S2 pupils. It is the only independent Christian school in Glasgow.

Melville-Knox Christian School (Glasgow) consists of two campuses – one at Parkhead and one at Kelvingrove. Currently, the Parkhead campus caters for primary 1-6 pupils, and the Kelvingrove campus caters for P1-7 and Secondary 1-4 pupils. The overall school roll currently is in the region of 100-120 pupils.

We are an independent, faith school and are registered with Education Scotland (<https://www.gov.scot/publications/independent-schools-in-scotland-register/>)

This means we are not funded in any way by local authority funds and depend entirely on school fees and external funding to provide educational facilities. We are grateful to God for the provision of what we have needed to provide a quality education while maintaining relatively modest school fees, which allow families of all financial means to enrol and provide a Christian education for their children.

School Leadership and Structure

The school started as Sunrise Christian School and was renamed in 2019 after the decision was made to partner with the Board for Reformed Christian Education Scotland and become a Melville-Knox Christian School.

The school has a Constitution and a Statement of Faith grounded in the Reformed confessions. At the moment, the School Board has official representatives from three different denominations: the Free Church of Scotland (Continuing), the Tron Church and the Reformed Presbyterian Church of Scotland. Parents are also represented on the Board.

The school management committee currently consists of:

Mr Samuel Markoff (Head Teacher), Mrs Irene Nicol (Depute Head Teacher), Mrs Christine Gillies (Treasurer), Mrs Louise Bartlett (Parent), Mrs Lauren Thompson (Administrator), Mrs Hannah Strong (Parent).

We teach a Christian curriculum and have Christian teachers and classroom assistants. The school headteacher is Mr Samuel Markoff (samuel.markoff@melville-knox.org.uk) and the Depute Headteacher responsible for Secondary is Dr Irene Nicol (irene.nicol@malville-knox.org.uk) The School is open to children of all faiths.

In secondary, our aim is to support home-schooling parents where possible, but part time attendance in secondary is not feasible due to timetabling restrictions.

Contacting our School

There are a variety of people whom you can contact at the school. Don't worry if you are not sure who can best deal with your questions – we will all do our best to help, and can re-direct your enquiry if need be.

We hope you won't have any concerns, but if you do your child's teacher is usually the best person to deal with them. Subject staff are listed below, and can be contacted via email or by appointment via the school's admin assistant.

General enquiries will often best be answered by our Admin Assistant (Esther Power-Higgins). However, if you need to talk about more personal matters, or if your child is experiencing problems, please arrange to speak with the Depute Headteacher.

Class teachers will be happy to deal with most day-to-day enquiries about subject work, but since class teachers spend most of their time teaching, we ask you not to contact them directly by phone and to contact the school phone number or general email/WhatsApp in the first instance

You are welcome to write, telephone or arrange an appointment to discuss any matter. The school is open for phone calls between 8.45 am and 3.30 pm Monday to Thursday and between 8.45am and 12.15pm on Friday. In adverse weather every effort is made to deal with enquiries from 7.30am, but we cannot guarantee this service. The Depute Headteacher is also available by appointment during or after the school day to speak to about school matters.

Staff List:

Subject Responsibility	Staff Member	Working Days	Email
English	Mrs Murray	Mon-Fri	mrs.murray@melville-knox.org.uk
Maths	Dr Nicol	Mon-Fri	dr.nicol@melville-knox.org.uk
Sciences	Dr Nicol	Mon-Fri	dr.nicol@melville-knox.org.uk
Social Studies/Geography	Mrs Miscampbell	Mon, Tue, Wed, Fri	Mrs.miscampbell@melville-knox.org.uk
History/Literacy/PE	Mrs Hinshelwood	Tue, Wed, Thu	Mrs.hinshelwood@melville-knox.org.uk
French	Mrs Alford	Thu	Via dr.nicol@melville-knox.org.uk
Expressive Arts	Miss Markoff	Mon-Thu	Miss.markoff@melville-knox.org.uk

School contact number: 07473 846 414

The School Building

Name of school: Melville Knox Christian School Glasgow (Secondary)

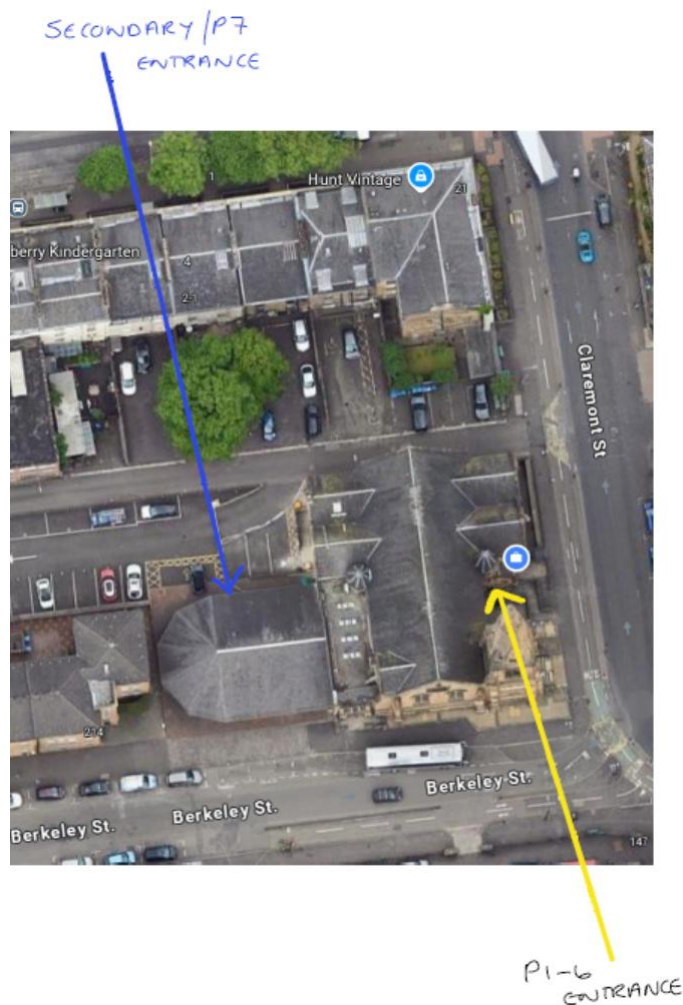
Address: 73 Claremont Street, Glasgow, G3 7JB

Phone: 07473 846 414

Email (Admin Assistant Kelvingrove): Esther.Power-Higgins@melville-knox.org.uk

Melville-Knox Christian School Glasgow is a P1-S4 -independent co-educational faith school.

As part of the expansion of the school campus at Kelvingrove, the secondary school will meet in the ground level extension to the building, accessed from the car park on Fitzroy Lane.



Pupils will have their lessons and morning break in the extension, but will eat their lunch in the main café area of the school in the church building, where they will also have access to the toilets and washing facilities. During lessons, there is a toilet available for use in the secondary part of the building.

School Day

The times of the current school day are shown below.

Monday to Thursday

Period 1- 9:30 -10:00 (Assembly/Worship)

Period 2- 10:00 - 10:50

Period 3- 10:50- 11:40

Interval- 11:40 – 11:55

Period 4- 11:55 - 12.45

Lunch- 12:45 – 13:45

Period 5- 13:45 - 14:35

Period 6- 14:35 – 15:30

Friday

Period 1- 9:30 -10:00 (Assembly/Worship)

Period 2- 10:00 – 11:00

Interval- 11:00 – 11:15

Period 3- 11:15 12:15

Doors open at the school at 9:15am and pupils are expected to arrive in good time to settle themselves and refresh/toilet themselves before assembly begins at 9:30am. Persistent lateness will be communicated with home and appropriate consequences will be issued to pupils as an incentive to value their time in school.

Lunchtime

There are no canteen facilities in school, and pupils are not permitted to use the kitchen facilities during lunchtime. Please ensure your child brings a packed lunch, with any hot food pre-prepared in a flask to keep it warm. No fizzy drinks or fruit juices are permitted in school – still water or flavoured water only to drink please.

Secondary pupils have 20 minutes in the café area to eat their lunch before going outside for the remainder of the lunch hour. They are required to stay within a reasonable radius of the school, to ensure they are able to back at the school door for 13:40pm at the latest. Persistent lateness after lunch will result in lunchtime detention within the classroom and removal of privileges. Should a parent not wish their child to be allowed outside after lunch, a supervised seated area in a classroom can be made available. This should be arranged with the school in writing in advance. Please note that, while there is no supervised outside area for secondary pupils, they are welcome to stay close to the school building and can phone the school or ring the bell to gain entry if there are any safety concerns or in an emergency.

Transport

The Kelvingrove campus is located conveniently for pupils to access it from most parts of the city and its surroundings. Some details of local stations/bus routes are given below:

Rail links: The school is approximately a 10-minute walk from Charing Cross station and from the

Scottish Exhibition Centre station, allowing access from both the Central and the Queen Street main lines into Glasgow.

Bus Routes: First Bus routes 3, 77, 2 1 and x4 all stop within a 5-minute walk of the school.

Subway: St George's Cross, Kelvin Hall and Kelvinbridge subway stations are all about 20-25 min walk from the school.

Private Transport: If you are driving your child to school, we would recommend dropping them off and picking up in Berkeley St or Claremont St, from where they should walk around the school to the secondary entrance.

Possible Emergency Closure

Emergency Information

We strive to keep the school open during term-time. However, there may be instances such as severe weather or power failures that could affect the school day. In such cases, we will inform you as soon as possible through text messages and our social media channels.

Parental Responsibilities

- Inform the school of any changes to your contact details.
- If unsure about the school's status, please contact using the WhatsApp or the phone number

Your Commitments

From time-to-time school may have to send pupils home in an emergency, most likely because of adverse weather. The priority is ensuring pupil safety but we recognise that a decision to send pupils home may cause difficulties. We will work with parents and look at local authority school decisions and information from transport operators to ensure children's safety and minimise inconvenience. The final responsibility for the safety of children walking to and from school or bus pick-up and drop-off points rests with parents/carers, but we are committed to working with you to do all we can to ensure safety and the welfare of our youngsters.

If severe weather is forecast during the day, the Head Teacher or Depute Head(s) will consult police and transport operators. The final decision to send some or all pupils home early lies with the headteacher, advised by the police and met office. Parents should be prepared for this, making sure children know where to go and can get to a place of safety.

If this is likely to cause problems for you, please contact the school setting out what you want to be done. If there are any changes to the information submitted at this time the school should be notified as soon as possible and details amended accordingly.

School phones will be very busy during any closure, so we will be unable to contact every parent personally. We will however send a message to alert you of the situation as soon as possible. In these circumstances, we will allow pupils with mobile phones to contact their parents directly. Please note however that mobile phone networks can become overloaded in these circumstances.

When sending pupils home, we will ask if they anticipate any difficulty – e.g. long walk from bus to

home; need to catch service bus; no key etc. If any pupil anticipates difficulty, we will contact you to seek advice. Any pupil who anticipates difficulties may therefore be kept in school under staff supervision.

It is very important that parents/carers whose children may face difficulties getting home make alternative arrangements. We would suggest if possible arranging to accommodate them temporarily with a friend or relative in Glasgow or nearby.

During severe weather parents/carers may choose to pick up their children from school. If you do, the School Office must be informed to allow us to maintain accurate records of where children are.

Uniform

The school's Admin Assistant will have details regarding the school's uniform and how to order it. Some of it is subject to change as our options change and grow with the growth of the school, but it should be fairly accessible from high street shops and supermarkets for now:

Boys

Navy School blazer with Melville-Knox badge
Navy V-neck jumper with Melville-Knox Badge
White Shirt and School Tie
Charcoal School Trousers or charcoal shorts
Black school shoes (NB: **Not** trainers)

Girls

Navy School blazer with Melville-Knox badge
Navy V-neck jumper or Cardigan with Melville-Knox Badge
White Blouse and School Tie
Charcoal pleated school skirt for girls (must be below the knee)
Black Opaque tights
Black school shoes (NB: **Not** trainers)

PE Kit - Boys

White Melville-Knox polo shirt
Black joggers or shorts, no logos or trademarking please.

PE Kit - Girls

White Melville-Knox polo shirt
Black joggers or sports skirt with leggings, no logos or trademarking please

In colder weather, the school jumper or a Melville-Knox hoodie may be worn over the standard PE kit for PE lessons only. Please note that plain hoodies are not permitted in school.

To avoid distractions and comparisons, we would like to remind parents that make-up, including nail varnish, should not be worn by pupils during school hours. As secondary pupils will be having PE on a weekday afternoon, they should come to school dressed in their PE kit on that day. Just a reminder that according to the school's uniform policy, leggings are only to be worn for PE and underneath a skirt, not on their own.

School Holiday Dates – 2025/26

Tuesday 12 th August & Wednesday 13 th August	Staff INSET Days.
Thursday 14 th August	Start of term for pupils.
Friday 26 th September to Monday 29 th September inclusive	September Weekend holiday.
Friday 10 th October	School closed for Staff INSET Day.
Monday 13 th October to Friday 17 th October inclusive	October holiday for pupils.
Friday 19 th December to Friday 2 nd January inclusive	Winter holiday.
Monday 5 th January	Staff INSET Day
Monday 16 th February to Friday 20 th February	February holiday.
Friday 3 rd April to Friday 17 th April inclusive	Spring holiday.
Monday 4 th May	May holiday.
Thursday 21 st May	Staff INSET Day
Friday 22 nd May to Monday 25 th May	May holiday weekend.
Friday 19 th June	End of Term

Curriculum for Excellence (CfE) and Senior Phase Curriculum

Curriculum for Excellence is the name given to the curriculum developed in Scotland for all children and young people aged 3-18. It is in principle a forward looking, coherent flexible and enriched curriculum that provides young people with the knowledge, skills and attributes they will need to flourish in life, learning and work, now and in the future.

As a Christian school, Melville-Knox Christian School teaches many subjects in a way that differs from that of the mainstream education system. Parents – and students – unfamiliar with the concept of Christian education might find initial difficulty in adjusting to the differences. Although, at times, the school uses good secular materials and resources to teach several subjects, it will always supplement this material and, if necessary, amend it in order to secure faithfulness to Biblical facts and principles.

Additionally, as a Reformed Christian school, it may be the case that children and parents of various denominations might find some teaching different from that of their own churches. In the initial interview, School Management Committee members will have information detailing the school's curriculum in greater detail as well as specimen textbooks.

BGE (S1-3)

- ***Literacy Skills (English)***

The school curriculum will follow the Scottish CfE benchmarks for English and Literacy, developing skills in Listening and Talking; Reading and Writing. Assessments at levels 2, 3 and eventually 4 will be regularly undertaken to allow next steps to be planned and to ensure a smooth transition into the appropriate level at Senior Phase. Study texts and material will be carefully chosen to ensure they are appropriate and edifying e.g initial study in S1 has used the autobiographical text 'The Hiding Place' by Corrie Ten Boom.

- ***Mathematics and Numeracy***

The secondary school uses Zeta mathematics resources for levels 2-4 in the Scottish CfE curriculum, supplemented with 'nrich' resources from the University of Cambridge which are written to develop numeracy and problem solving skills and encourage an interest in the patterns and logic of mathematical principles.

- ***Science***

The school teaches all the Sciences, including the scientific aspects of Geography and Environmental Studies, from the basis of the Biblical account of origins and history. The course addresses the CfE benchmarks for level 2-4 in the BGE secondary phase, but the resources used will encourage pupils to apply critical thinking and the scientific method to evaluate current scientific theories from the basis of the Biblical account.

- ***Social Studies***

The school also teaches Social Studies from the basis of the Biblical account of origins and history. Accordingly, the school will teach that history and geography is to be seen as the outworking of God's eternal plan and providence and, as such, as a series of events that have meaning and purpose. The Biblical accounts of the Creation, the Fall and the Global Flood – foundational events

in Biblical history – will be taught and will be presented as an interpretive backdrop against which the rest of history is to be understood.

- ***Biblical Studies***

Melville-Knox Christian School teaches Christianity from the perspective of Reformed Theology. Parents are asked to familiarise themselves with one or all of the school's approved confessions of faith if they are not yet familiar with the teachings of the Reformed Theology.

In the interests of inclusiveness and unity, the school will use either the Authorised King James Version or the New King James version of the Bible and will sing Psalms from the Scottish Psalter for worship.

As children come from various denominations, with different theological emphases and church practices, the school will aim to steer away from controversial issues – for example, it will refrain from teaching on whether certain forms of worship are correct or not. In the event of a child referring to a teaching they are receiving in the church or from their parents as being different from that which appears to be taught or allowed in the school, the teacher will refer the child back to their parents and their churches for an appropriate answer on the issue. This policy is put in place in order to avoid situations in which teachers undermine parents or churches' teaching where possible. However, in order to stay true to Reformed Theology, this might not always be feasible. Regarding festivals celebrated in the school, please see section on Cultural Education for more details.

Parents who have concerns with the school's teaching on the Bible or Theology are encouraged to talk the issue through in the initial interview. If other issues arise later, parents may speak to the teacher who is to examine if the teaching that was given is consistent with the Reformed Theology. If the teaching is found to be in agreement with the Reformed Theology, teachers are to inform parents on what the teaching is based on and may continue to teach as they have. If the concern of the parent remains, the parent remains free to speak to the head teacher or a member of the School Management Committee for further advice.

Should it be discovered that a teacher has taught in a manner inconsistent with the Reformed Theology, that teacher will be expected to apologise and adjust their teaching accordingly.

- ***Sex Education***

The school believes that sex education is the responsibility of parents and this will be clarified at the interview. The teaching of the science of reproduction will be discussed with parents at the interview to determine parents' wishes in this area.

- ***Second Language***

The school believes that early exposure to different languages is beneficial to a child's development in literacy skills. Gaelic is currently taught to all pupils in primary and French is introduced in the primary although both languages are integrated throughout the daily school routine. French and Latin will be taught in secondary.

- ***Physical Education***

PE introduces children to various ball games and forms of sports and ball games, including athletics, basic gymnastics as well as muscle and stamina building exercises. In addition to physical exercise, PE teaches children theory regarding how to look after their bodies, treating illnesses and applying first aid.

- **Arts**

The school teaches Expressive Arts that include: Art, Craft and Design and Music, Movement and Drama. If parents have a concern on these areas, e.g., what kind of art and music their children will be exposed to during the lessons, they are to voice their concerns prior to the interview and the school and the concerns can then be further discussed during the interview.

- **IT and Technologies**

Digital technologies, spreadsheets and other software packages will be introduced to pupils as part of their work in other subjects e.g. science projects and topical presentations for social subjects. There should also be opportunity to learn specifically about computer architecture and programming languages. As these processes involve the use of the internet for searching, the school will have child protective filters on the children's computers to ensure their safety.

- **Assemblies**

Every school morning will begin with a school assembly. During the assemblies, pupils will learn to sing Psalms from the Scottish Psalter and will learn from the Shorter Catechism as well as commit passages of scripture to memory. Pupils will also learn Bible stories from the Old and New Testament. Sometimes visitors will be invited to speak at school's assemblies. Assemblies will close with singing and prayer in which all school staff will be present.

Cultural Education

As clearly explained in the Guiding Principles document, the aim of the school is to educate the children not only in academic and spiritual matters, but also on cultural matters. In some cases children are brought up fairly secluded from the mainstream culture and spend most of their time among people from their own sub-culture. Being culturally literate in the 21st century Britain is part of the teaching objectives.

Most of cultural teaching happens naturally and unintentionally but some might be more intentional (for example teaching on national festivals, such as Guy Fawkes Day or Burns Supper) or on national dress or dance.

However, the school's Biblical foundation means that it will be opposed to much that is considered normal in the mainstream culture. This includes the myth of Santa Claus, Fairies, Easter Bunnies and the like. Also, the school does not celebrate certain national festivals. For example, instead of Halloween, the school will hold a Reformation Day. And while opportunities will be used, at Christmas and Easter, to highlight the importance of the incarnation, the passion and the resurrection, there is no provision made in the school for Christmas or Easter services or nativity plays.

As to the use of media, so influential in today's culture, teachers may introduce well-known characters from TV and other media (as long as they are child friendly) in order to make children aware of this part of their culture if they aren't already. Parents might take objection to some choices on cultural education which teachers have made. Teachers in the school are advised to listen to parents' concerns and will accommodate them when possible.

Also, on occasion, the school will use TV programs, documentaries or films in teaching. Teachers are instructed to be sensitive when using any of these media, always ensuring that they fill a learning objective and that they are well integrated into the lessons.

Programs that portray values, behaviour or teaching in opposition to the school's values, behaviour and teaching are generally avoided.

Sensitive Topics

As the school is comprised of families from a number of denominations there are some beliefs and practices held by families at the school which may be unfamiliar to some parents and which may therefore unknowingly cause offence. For instance, there are families who do not celebrate Christmas or Easter, who only read from the Authorised (King James) version of the Bible, only sing unaccompanied psalms in worship and who do not read Bible story books (or draw images) that contain images of God or Jesus. While we are not asking families that join the school to refrain from these practices, we feel it would be good that new families are aware of such issues and where possible, make an effort not to send in books or other materials to school with their children that may cause offence to others.

Senior phase (S3-4)

In our secondary school setting the broad general education (BGE), based on CfE will provide them with opportunities to become successful learners, confident individuals, responsible citizens and effective contributors to life in the 21st century. We use the benchmarks, experiences and outcomes in CfE as a basis for **content** in our curriculum up to S2, but this content is delivered from a Christian, Biblical worldview. The Senior Phase that overlaps then follows on from the BGE in S3 follows, in the majority, the Pearson Edexcel iGCSE curricula, based on pupils' subject choices at the end of S2 and S3. Again, content is delivered from a Christian perspective.

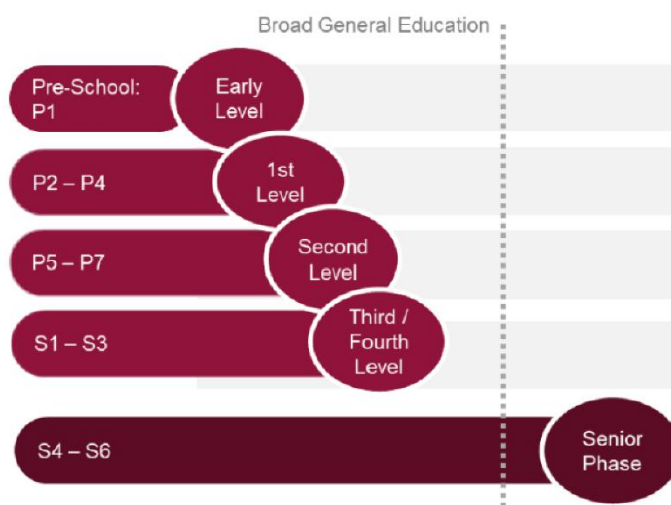
The school teaches a broad range of subjects, which fall into the following categories:

- Expressive arts and Technologies – Music, Drama, Art and Design
- Religious and moral education – Assembly, worship, Bible/theology. Integrated Biblical perspective in all subjects.
- Languages and literacy – English literature, English Language, Literacy, French
- Science – General Science (S1/2), . Chemistry, Physics, Human Biology
- Health and wellbeing – Physical Education, Nutrition and Health, Study skills
- Social studies – General Social Studies (S1/2), History, Geography, Modern Studies
- Mathematics and numeracy -Mathematics supported by numeracy skills lessons

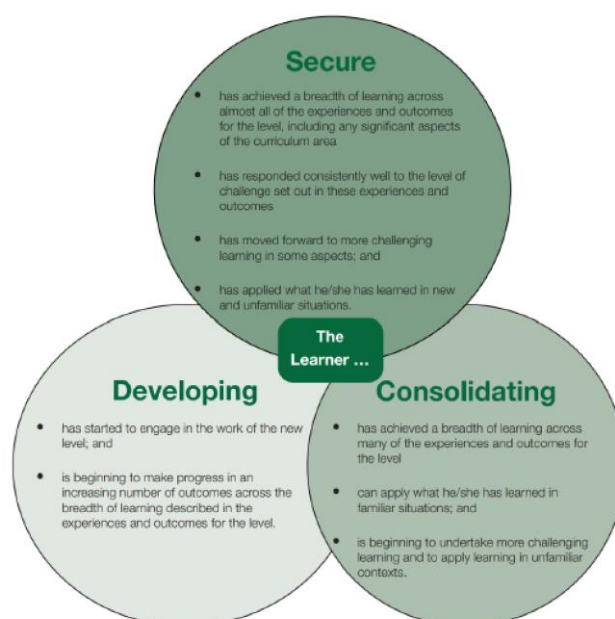
Assessment and Reporting

In their S1 to S3 years at Melville-Knox Christian School, pupils engage in learning across a range of subjects in line with the Scottish BGE (Broad General Education) curriculum. This incorporates all the subject areas included in the attached report, but is taught from the perspective of a Christian worldview and is supplemented by daily Bible lessons, memory texts and the study of the Westminster Shorter Catechism.

Within each of the subject areas below, teachers will have assessed your child, both formatively during learning and teaching, and summatively in written assessments, to establish the Curriculum for Excellence BGE level at which they are working, and their progress within that level. The levels, and the meanings of the terms Secure (S), Consolidating (C) and Developing (D), are summarised in the graphics below



Some children and young people will start learning at these levels earlier and others later, depending upon individual needs and aptitudes. The framework is, however, designed to be flexible in order to permit careful planning for those with additional support needs, including those who, for example, have a learning difficulty or those who are particularly high attaining. Within each level, progress towards the next is summarised using the terms illustrated.



As well as their academic progress, pupils are taught about and encouraged to develop virtues based on the fruits of the Spirit and are awarded merits based on these characteristics (see the graphic below). Within each subject area, their teacher will also report on their effort, behaviour and engagement with homework so that parents have a picture of where improvements can be made in these areas.

CHARACTER TRAITS WORTHY OF A MERIT

JAMES 1 v 22



1) HARDWORKING

Faithfulness and self-control - these two help us to give of our best in school and at home. **Galations 5 v 22-23**

2) CONTENTED AND JOYFUL IN OUR WORK

Joy and peace. These two help us to be cheerful givers of our effort and time in class. **Galations 5 v 22**





3) KIND AND CONSIDERATE TO OTHERS

Love, kindness and gentleness. These three will help us to relate well to each other and therefore glorify God. **Galations 5 v 22-23**

4) RESPECTFUL OF TEACHERS AND OTHERS IN AUTHORITY

Remember that those in authority over you have been given that position in God's sovereignty. **Colossians 3 v 22**





5) PATIENT

Forbearance with others and even with ourselves will help us to achieve in God's timing. **Galations 5 v 22**

6) RESILIENT

We should not be dismayed, afraid or tempted to give up as God is our strength! **Isaiah 41 v 10**



MERIT AWARDS

If a teacher witnesses you displaying any of these character traits in class she or he may choose to award you a merit in their class. A merit is never an entitlement and is always at your teacher's discretion!



Transitions

The secondary school accepts pupils from both primary campuses, and there are obviously close links as we are all part of the same school! However, we recognise that moving from primary into secondary is an important marker in the lives of our children, and we aim to make this transition as comfortable as possible, whether pupils come from within the school, from other primary schools, or from a home-schooling background.

Our primary 7 'Transitus' class combines pupils from both Parkhead and Kelvingrove primary schools into a single class this year for the first time, meeting in the classroom between the secondary and primary sections of the building. The transitus pupils will take their lunch at the same time as our secondary pupils and will engage in some shared activities through the year to help them grow accustomed to the older pupils and to the different set up in secondary school.

In the final term of the year, transition activities are planned and pupils visit the secondary for these activities as part of the induction to secondary. Unlike in most state secondary schools, our new timetable starts in August for all year groups and runs through to June. S4 iGCSE exams are scheduled from mid-May until mid-June.

Transfer, applications and enrolment

Transfer

If your child currently attends primary school at Melville-Knox Christian School Glasgow, there is no need to apply for enrolment in the secondary. The school will contact you late in their P7 year to confirm whether you intend to send your child to secondary at Kelvingrove.

Application Process

If your child currently attends another primary school or is home schooled and you wish to enrol them for secondary, you should complete the application form, which can be downloaded from the school website at

<https://glasgow.melville-knox.org.uk/wp-content/uploads/2020/11/Application-FormFinal.pdf>

Please bear in mind that, for secondary school, no part-time option is available. The application form may then be emailed to the admin assistant or posted to the school.

Enrolment

On receipt of your application, a member of the school staff will contact you to arrange an interview with your child and, preferably both, parents. At the interview, the contents of this handbook, the ethos and beliefs of the school and its suitability for your child will be discussed. There will be an assessment of literacy and numeracy skills undertaken to ascertain the level your child is working at, to enable teachers to properly plan for their learning should they be enrolled. Before enrolment, the school would in normal circumstances contact the child's previous school to receive any records and updates which will help ensure a smooth transition to Melville-Knox.

School Improvement and Self-Evaluation

The school regularly reviews its performance against different quality indicators, based on the Scottish Government document 'How Good Is Our School?'

(https://education.gov.scot/media/2swjmnbs/frwk2_hgios4.pdf).

The school also has, in common with other independent schools in Scotland, an annual engagement visit (AEV) from our HMI link inspector. This is a mutually supportive visit which helps us identify school strengths and weaknesses and take appropriate action to improve. On the basis of this, and our own self-evaluation, parental, pupil and staff feedback, the school produces an annual improvement evaluation and plan for each session.

The improvement plan for session 2024-2025 is included in Appendix 1 at the end of this handbook.

Discipline

An undisciplined environment is not only an unbiblical environment but one which hinders effective teaching and learning as well as imparting wrong standards of behaviour to the children.

The classroom teacher is responsible for keeping a high standard of discipline in the classroom and, in order to help him/her to achieve this, will usually be assisted by a volunteer Classroom Assistant. The discipline of the school will be of a high standard and, as is Biblical, will always be in the context of love.

The Discipline Policy depicts acceptable and unacceptable behaviour and provides norms for rewarding and punishing. You should have received a copy of the school's Discipline Policy, either in electronic or paper format, along with this document.

Below is a brief overview of behavioural standards expected of pupils.

- **Language:** all unclean language is unacceptable but particularly profane or blasphemous expressions – including taking the name of God in a light or flippant manner, or using alternatives to taking the Lord's name in vain.
- **Body Language:** body language that depicts rebellion (for example, not looking at teacher when spoken to) is unacceptable.
- **Respect:** Students are to address each other and their teacher with respect. A tone, or words, that portray disrespect or a rebellious attitude are unacceptable.
- **Bullying:** any signs of bullying, whether verbal or physical, will be dealt with seriously. The bully is to be confronted, rebuked and biblically counselled for his/her action and attitude and will be required to apologise.

Procedure for enforcing good behaviour:

- When a teacher (or a pupil) discovers unacceptable behaviour, the teacher will intervene and explain to the child in question that such a behaviour is unacceptable
- Should the unacceptable behaviour be repeated, the teacher will give a warning to the child which will detail a specific set of consequences if the behaviour is further continued.
- If the child errs a third time, teacher will enact the consequence.
- After that, if the behaviour is persistent, further measures need to be taken, e.g., talking to the child after class and possibly to the parents and setting further boundaries and consequences for that child.
- If required, the school might require the parent to come and sit in the classroom in order to bring parental authority to the school in a visible way and show a united front in the area of discipline to the child.

Parents are asked to express their acceptance of the school's Discipline Policy and ideally enforce the same standard of behaviour at home in order for the child to receive unified and strengthened guidance on correct behaviour.

Should parents expect difficulties in their child's submission to school's discipline measures and standards, this should be mentioned at the initial interview and an action plan put in place, where applicable. In Appendix 2, there are some general guidelines for parenting which might help to highlight any issues affecting child's behaviour and learning capacity.

Suspected Abuse and Neglect

Children who are enrolled in Melville-Knox Christian School come under the care and responsibility of the school.

This means, the school will act on any suspected abuse or neglect and liaise with the police and social services as required (for more details, refer to the Child Protection Policy of the school).

Legitimate grounds for suspicion include hearing from the child of abusive behaviour towards them, signs of neglect or physical or mental abuse – such as constant, unexplained bruising; a general lack of cleanliness; ignorance of basic standards of hygiene; signs of malnutrition and excessive weight gain or loss.

A teacher who suspects a child is abused or neglected will consult the head teacher or depute head for further advice.

However, where clear and solid evidence is present and the child is in danger of further immediate harm, police and social services are to be involved immediately.

Support for Pupils

Getting It Right for Every Child

Getting it right for every child (GIRFEC) is a government initiative which supports families by making sure children and young people can receive the right help, at the right time, from the right people. The aim is to help them to grow up feeling loved, safe and respected so that they can realise their full potential.

Most children and young people get all the help and support they need from their parent(s)/ carers, wider family and community but sometimes, perhaps unexpectedly, they may need a bit of extra help. GIRFEC is a way for families to work in partnership with people who can support them, such as teachers.

If you have any concerns about your child's wellbeing, you can speak to the headteacher/depute headteacher who will work with you to provide support and decide how to move forward.

More information can be found on: www.scotland.gov.uk/gettingitright

Support for Learning/Additional Support Needs

Support for Learning provides support to all pupils, with a particular emphasis on the pupils who have been identified as having long term needs. Whilst Melville-Knox Christian School does not have a specific 'Support for Learning' department or specialised ASN teachers support is provided in a variety of ways including:

- Co-operative teaching with classroom assistants, which provides opportunity for more direct teaching of individual pupils and for better management of group work:
- Developing and adapting teaching materials and methods which allows the curriculum to be better matched to the needs and abilities of some pupils:
- Consultation with subject teachers and advice on the availability of suitable materials and approaches.
- Individualised programmes of work to help pupils experiencing a specific difficulty/ challenge;
- Support through the use of one of a number of strategies/training available to staff.

Child Protection

All staff have a responsibility to report any suspicions that a child has been abused or is at risk of harm, abuse, or neglect. Robust procedures and guidance are in place to support education staff to:

- be alert to signs that any child may be experiencing risks to their wellbeing,
- report concerns to the head of establishment or the child protection coordinator without delay.
- be actively engaged in support and protection and development of wellbeing.

If you would like more information, or if you have a concern of a child protection nature, please contact Mr Markoff, who is also our primary Child Protection Officer. In his absence, Dr Nicol and Miss Brough are the Depute Child Protection Officers.

Care, Welfare and Medical Issues

Care and welfare of our students is paramount. Safety and Child Protection are given a high profile in staff training. Care and welfare is also integral to many school processes including:

- collecting information on emergency contacts
- collecting and disseminating medical information
- planning for adverse weather

The annual data collection form is vitally important in providing us with medical and contact information and it is essential that this is kept up to date. Parents are asked to ensure this is completed as quickly as possible, to the school. Changes can be made to pupils' details via the school's admin assistant.

Health Information

Please keep us updated with health information, particularly when there is significant risk to your child, e.g. in the case of severe allergies. When we are alerted to the fact that a child has significant health risks we will work with parents/carers to draw up an appropriate care plan. This may also involve medical staff.

Illness and Accident

The school has qualified First Aiders who can deal with minor incidents which happen in school. In the event of a more serious accident or illness, parents will be immediately informed and/or an ambulance called for, provided parents have granted permission for this intervention.

If a pupil is in great pain or an injury appears to require emergency medical attention, where appropriate, we will seek help from the NHS services locally. Parents will be kept informed throughout. It is therefore essential that home and emergency contact information is kept up to date.

Strict national guidelines cover the administration of medicine and drugs in schools. In most cases pupils are not allowed to carry medicines around the school. These must be left at the School Office. Pupils are asked to report to the School Office so that the prescribed dosage can be given. Parents are asked to contact the school at the earliest opportunity to complete the appropriate forms of consent. Without these documents the administration of painkillers, application of lotions etc. is not permitted.

Allergies

Some children in our school have allergies of different types and severity, and it is crucial for parents to keep the school informed about these conditions.

Health Care Plans

- Allergies can manifest at any time with symptoms ranging from mild to severe.
- Children with moderate to severe allergies often have a Health Care Plan from the NHS, detailing symptoms and interventions.
- Parents must share this plan with the school and provide updates as necessary.

Mild Symptoms

- Even without a Health Care Plan, parents should regularly update the school on any new triggers, medications, or actions required.

Employee Training

- School staff need to know your child's symptoms, treatments, and actions required to prevent exposure and minimise the risk of reactions.
- Employees receive training on allergies and will consult with parents and the NHS for any additional specialist training needed.

Homework

Homework can have many purposes. It includes practice and consolidation of work done in class and preparation of future class work. It is not just written work. Reading and learning are equally important.

Homework has many benefits:

- It trains pupils in planning and organising time.
- It develops good habits and self-discipline.
- It encourages ownership and responsibility for learning.
- It provides opportunities for parental co-operation and support.
- It helps pupils to develop as independent learners.

Time is taken in class by the teacher to explain tasks clearly – both what is required and why. Pupils should note what is required and when it is to be completed and constantly check their Google Classrooms to check for information and completion dates.

There should also be opportunities for pupils to seek clarification and teacher support if necessary.

Parents can help by:

- providing a quiet place for their children to do homework
- encouraging their children to establish a routine
- showing an interest in their children's work
- downloading the google classroom app onto a device or checking regularly online and ensuring that homework is being completed to the highest standard and on time.

All pupils are enrolled in Google Classrooms which we use as the main source to post homework and home study activities. Pupils are encouraged to use the facilities within this to manage the planning of completion and submission of work to be undertaken at home.

Amount and timing

This will vary between courses. The following times are a rough indication, balanced over the whole session:

S1 and S2: 20 - 30 minutes per subject per week

S3 and S4: 30 minutes - 1 hour per subject per week

The above times do not include private study time, which should be spread throughout the year, but which is likely to increase at and just before key assessments/examinations.

In the vast majority of cases, homework and home study materials will be posted on pupils' Google Classrooms.

In relation to advance notice, usually at least one week's notice will be given of major assessments

Non completion of homework

Where pupils fail to complete homework on time, or submit homework of a standard below their capability, staff will keep parents informed:

1st instance: Pupils will be given opportunity to complete and inform their parents.

2nd instance: Detention/lunchtime completion.

3rd instance: Email home.

If this does not bring an improvement subject teachers will inform the Depute Headteacher, who will discuss the issues directly with the pupil, and may contact parents for support/information.

Attendance at School

It is important for the school to work with parents in encouraging all children to attend school. All absences from school are required by law to be recorded. Absences will normally fall under two categories – ‘authorised’ or ‘unauthorised’ absence. In cases where your child is unable to attend school parents are asked to:

- if you know in advance of any reason why your child is likely to be absent from school, please tell someone at the school, telephone us or let us know in writing (Letter/ text/ e-mail). Please also give your child a note (or contact school by text/ e-mail/ phone message) on their return to school, confirming the reason for absence.
- notify the school first thing in the morning when your child is going to be absent. Let the school know the likely date of return and keep them informed if the date changes
- inform the school of any change to the following:
 - home phone number
 - mobile number
 - email address
 - emergency contact details

Requests for your child to be absent from school to make an extended visit to relatives must be made in writing, detailing the reason, destination and duration of absence and arrangements for their continuing education. On these occasions the pupil can be marked as an ‘authorised’ absentee in the register.

Family holidays during term time

Please ensure your child attends school during term time and avoid holidays during this period as it disrupts education and reduces learning time. If a holiday during term time is unavoidable, inform the school in advance by letter.

Holidays during term time will be marked as unauthorised absences, except in exceptional circumstances where parents can demonstrate the inability to obtain leave during school holidays.

Unexplained absences will be recorded as unauthorised.

Encouraging School Attendance

We believe that regular school attendance is key to raising attainment and achievement. It’s a shared responsibility among parents/carers and the school to emphasise the importance of attending school.

We may use the WhatsApp messaging system or phone to advise you of the following:

- Advise /acknowledge that your child is absent from school
- Information about unsatisfactory behaviour in class; dress code non-compliance; mobile phone non-compliance.
- School Closures
- Changes to meetings and after school events
- Parents’ evenings
- Upcoming special school events

Melville-Knox Christian School

School Improvement Plan

2024-2025



Our Vision and Aims

The vision of Melville-Knox Christian School is to provide an excellent education for all pupils within a caring Christian ethos.

AIMS

1. **Ethos:** To provide a positive caring ethos that demonstrates the relevance of the Christian faith to everyday life; to promote a sense of responsibility that shows respect for oneself, others and the environment, and prepares pupils for responsible and active citizenship.
2. **Curriculum; Attainment and Achievement:** To provide a framework for learning within and beyond the formal curriculum that offers pupils a range of opportunities designed to help them reach excellent standards of attainment and achievement.
3. **Teaching:** To provide effective teaching that is marked by high, but realistic, expectations, and which promotes a joy in learning that forms a sound foundation for continuing achievement in later life.
4. **Meeting Pupils' Needs:** To provide challenge and support for learning that are well suited to pupils' individual abilities and needs.
5. **Resources:** To provide accommodation, resources and facilities that are appropriate to an excellent modern education.
6. **Leadership and Management:** To provide effective leadership and management that enables all staff to be aware and responsive to the needs and aspirations of pupils, other staff members, parents and the wider community; and to be successful in pursuing continuous improvement.

Pupil and Parent Involvement

Through the lifespan of this plan the School will consult parents and pupils and keep them informed. We will involve parents:

- By consulting closely with the Parents and Friends Association (PFA)
- Keeping parents up to date with developments through School newsletters, class blogs and other communications from the Head Teacher
- Involving parents in the development of the school
- Inviting parents to provide feedback on the running of the school
- Informing parents of the School Improvement Plan by making it available on the school's website

We will involve pupils through:

- Discussing pupils views on choices of resources and activities
- Getting feedback from pupils on the impact of newly introduced resources and activities
- Conducting a pupil survey on how pupils feel about the school

Completion and Review of 2023-2024 Improvement Plan

- Improvement Project 1: To adequately track, monitor and evaluate pupils' learning

At Kelvingrove primary, PUMA for Scotland maths assessments were administered for the first time in the P2-7 classes in December 2023 and for the second time in May 2024. The PUMA for Scotland maths assessments continued to be administered in the P2-7 classes at the Parkhead campus in November 2023 and April 2024. Combined results for the Parkhead campus showed that 95% of pupils were working at or above national average levels, which was an improvement from the 2022/23 school year during which a combined 91% of pupils were working at or above average national levels. At the Kelvingrove campus, a combined average of 87% of pupils were already working at or above national averages in the first year of operation, compared to the 83% of pupils working at this level in the 2020/21 school year, when the school first started administering PUMA assessments. In addition, we had a joint in-service training day on 16 February 2024 in which staff explored how to analyse the PUMA assessment data and use it to support pupils' progress in targeted areas of the numeracy curriculum.

Teachers at the Kelvingrove campus also started assessing pupils' writing using the Oxford Writing Criterion Scale for Scotland beginning with the P5-7 class with the aim to include P1-4 assessments in November 2024. The assessment of writing standards continued as usual in the Parkhead campus. Staff at both campuses will

aim to complete a moderation task to ensure writing standards are measured accurately across both campuses.

S1-2 pupils have undertaken formal written assessments in literacy, numeracy, sciences and social studies in S1 and 2. The assessments are topic by topic in Maths and in Science, generally covering 8-12 weeks work. The assessments are written to assess attainment in the CfE benchmarks, predominantly but not exclusively at level 3. At the close of the 2023/2024 session, 100% of pupils were achieving at level 3 across the 4 key areas mentioned above. S2 pupils were achieving at level 4 in many areas.

Results from summative assessments are tracked in a central tracking and monitoring sheet and this is evolving as the school grows, to allow progress across the BGE and into senior phase to be tracked. Progress across the curriculum is assessed on a 1-4 scale to flag pupils who may need extra support globally, or in specific subjects.

- ✓ Improvement Project 2: To improve online safety for pupils

Primary pupils had lessons which focused specifically on internet Safety using a variety of resources such as those made available by the Hamilton Trust. Pupils in upper primary also signed an 'Internet Code of Conduct' which outlined guidelines for safe Internet use at the school.

All secondary pupils were provided access to a laptop which is personally assigned and allows access to Google Classroom. Pupils signed an internet use agreement and are shown how to safely browse and use the laptops for research etc. In school and at home pupils can use the laptops to access Google Classroom to allow revision and access to resources.

- ✓ Improvement Project 3: To establish pupil councils with the task of contributing towards the planning and evaluating of learning

A number of learning experiences were organised throughout the school year as a result of pupil council suggestions which were brought to the School Management Committee and Parent and Friends Association. Most significantly, pupils were able to provide input on playground improvements which were implemented with help from friends of the school from the Netherlands, the School Management Committee was able to organise a joint Sports Day for both campuses and a Fun Day

was organised by the Parent and Friends Association with spare parts and drama sessions.

Identifying Our Priorities

Owing to the expansion and growth of the school the school management has decided to focus on the following improvement areas which aim to ensure the continued high quality of teaching and learning across both campuses, including secondary:

- To carry out peer observations to enhance the quality of teaching and learning
- Plan and conduct self-evaluation activities that focus on improvement for the learner
- To track and monitor pupils' behaviour and achievements

Taking Action

· Improvement Project 1: To carry out peer observations to enhance the quality of teaching and learning

Quality Indicators for Evaluation

- 2.3 Learning, teaching and assessment
- 3.2 Raising attainment and achievement

Outcomes for Learners:

- Improved quality of lessons
- Higher standards of attainment

Action	Timescale
1.1 Plan for the implementation of peer observation of teaching, including the provision of supply	December 2024
1.2 Provide guidance on observation schedule and focus points based on GTCS standards and/or Quality Indicators	January 2025
1.3 Review feedback from observation with staff and plan training/support as applicable.	May 2025

Resources Allocated:

- Most peer observation will take place during current non-contact time

Responsibilities:

- Individual staff will organise observation of each other's lessons by mutual agreement on time and focus for learning
- The Head Teacher and Depute Head will arrange formal observation for probationer support

✓ Improvement Project 2: Plan and conduct self-evaluation activities that focus on improvement for the learner

- 1.1 Self-evaluation for self-improvement
- 1.2 Leadership of learning

Outcomes for Learners:

- Learners will be more involved in the direction and improvement of their learning environment
- Better cooperation between parents and the school will result in improved learning outcomes for pupils

Action	Timescale
2.1 Plan self-evaluation activities and SMC meeting	December 2024
2.2 Compile resources for Staff, Pupil and Parent Surveys	January-March 2025
2.3 Carry out Staff, Pupil and Parent Surveys	April-May 2025
2.4 Review feedback from Surveys with staff and plan 2026 improvement plan as applicable.	June 2025

Resources Allocated:

- Google questionnaires for use with staff, pupils and parents, with questions specific to primary and secondary contexts

Responsibilities:

- Head Teacher and Depute Head in producing Questionnaires for use with staff, pupils and parents
- Class teachers in implementing pupil questionnaires during class time with pupils to ensure a full response
- All staff in completing their own questionnaires
- School Admin in sending out and collecting Parent questionnaires (can be followed up on in printed copy at parents' evenings)

- Improvement Project 3: To track and monitor pupils' behaviour and achievements

Quality Indicators for Evaluation

- 2.1 Safeguarding and child protection
- 3.1 Ensuring wellbeing, equality and inclusion

Outcomes for Learners:

- Motivation for learning and achieving will increase owing to the monitoring and celebration of achievements

Action	Timescale
3.1 Agree at the SMC committee which aspects of behaviour and achievements to track and monitor	December 2024
3.2 Set up tracking and monitoring for primary using Google sheets, following the platform set up for secondary. Modify to include traffic lighting guidance for any bullying instances, platform set up for secondary	January 2025
3.3 Provide training for all primary teachers on how to use the platform to track and monitor behaviour and achievements	February 2025

Resources Allocated:

- Google sheet currently used in draft form can be modified and improved without affecting current entries

Responsibilities:

- Head Teacher and Depute Head will evaluate and improve on the current sheet
- All staff responsible for entering data and maintaining accurate records and following up on any actions

Maintenance Areas

The projects described in the School Improvement Plan indicate the main initiatives that have been prioritised for session 2024/25. However, this does not represent the full range of improvement work which the school will undertake. There are aspects of the work of the school that require adjustment and fine tuning from year to year. These are usually referred to as maintenance areas and although they do not constitute new

developments they do affect the overall workload implicit in the School Improvement Plan.

In session 2024/25 the principal tasks under this heading are set out below.

Maintenance Areas 2024/25		Quality Indicator
1	Promote active learning at all stages and continue to make use of local outdoor learning spaces	2.3 Learning and engagement
2	Continue to review and update individual pupil support plans in line with the schools ASL policy	2.4 Personalised Support
3	Continue with pupil portfolios and open evenings to ensure pupils and parents are engaged in meaningful dialogue about pupils' learning	2.5 Family learning
4	Continue to engage with the local community by communication via newsletters, the school website and Facebook	2.7 Partnerships

Good Parenting Practices

The school approaches schooling as a partnership with parents. What is taught and learned at home will have an effect on children's behaviour, concentration and quality of work at school. Following are some basic parenting practices you will be aware of that will support effective learning in the school.

- **Love:** The biggest need next to basic physical needs children have is for love. Just like adults, children have different preferences how they prefer love to be shown to them. In order to cover all bases, parents are advised to use all love languages in order to express their love to their child, including giving them undivided attention and time, having fun together, giving gifts and positive physical contact, using words to praise and compliment the child.
- **Discipline:** The Bible teaches that discipline belongs to true love and that parents are to be in control of their offspring. This means children are expected to show basic respect and obedience towards their superiors. Where this is lacking in the family, it is more likely to lack in other circumstances too e.g. in the school. Each child reacts differently to various kinds of discipline measures, so to cover all bases, parents are advised to use various methods of discipline, e.g. reward charts, rewards in goods/money, withholding and granting privileges, naughty step/isolation from company, verbal rebuke, reasoning etc Raising voice should only be used in extreme circumstances e.g. when child is in danger.
- **Safety:** Children need to feel safe in their home, physically and mentally. Parents who argue constantly with each other provoke a feeling of anxiety, also people coming into family home at any given hour will disturb the child's need for privacy. Constant unpredictable behaviour from adults can cause confusion and anxiety in children, whatever the causes are for such behaviour. Needless to mention, physical violence disturbs child's basic safety, in any form or degree, as does verbal bullying and manipulation.
- **Nutrition and Exercise:** Children need healthy nutrition for their growth and exercise according to their need to move (which varies from child to child). Children who are physically very active will need exercise additionally to school's PE lessons in order to be happy and healthy in mind and body. The school promotes healthy lifestyle and diet. If a child is either underweight or overweight or constantly ill looking, perhaps because of lack of nutrients and vitamins, the school will contact the parents (and not the child) in order to rectify any issues on nutrition.
- **Independence:** Children have a growing need for demonstrating independence which the parents should encourage. E.g. to dress oneself and to brush own teeth should be common place in P1-P2, to be able to get own breakfast, to tidy up own bedroom and perform simple tasks in the household, in years P3-P5. To do homework independently,

to look after a pet, to be able to go to a local shop should be aimed at P6-P7. By secondary, pupils should be beginning to get to and from school independently and be able to organise their own resources and study/homework time with some input and support.

- **Concentration:** studies have shown evidence of change in children's brain development caused by excessive early exposure to modern media. This affects the children's ability to concentrate as well as their mental wellbeing later in life. The general recommendation is not to allow children to watch TV/play video games more than 2 hours a day. Also, TV and modern media portray a picture of reality that is skewed. Overexposure to this distorted world will influence the child's perception of reality and of themselves, often with serious consequences.
- **Sleep:** Cultivating regular bedtime hours and practices helps children gain the rest they require. Allowing 10-15 minutes of reading at bedtime is also of benefit.