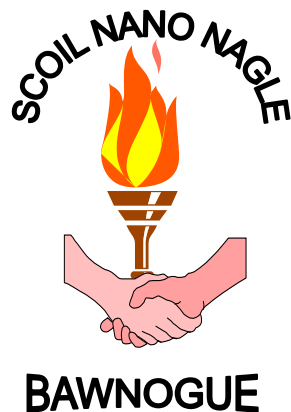


WELCOME TO



*Scoil Nano Nagle
Junior National School*

MISSION STATEMENT

Our school aims to provide a happy, secure, friendly, learning environment, where children, parents, teachers, ancillary staff and Board of Management work in partnership and where individuals are valued, encouraged and respected for their uniqueness and facilitated to reach their full potential in a positive and supportive atmosphere.

Dear Parents/Guardians,

Scoil Nano Nagle is a Junior Co-educational Primary School catering for children aged between four and eight years of age. We also have an Early Start unit which caters for 60 children aged between three and four years of age.



We welcome you and your child to Scoil Nano Nagle, Bawnogue. We hope that your child will be happy here.

We look forward to working with you in the interest of your child's education and personal development.

We want to assure you of our full co-operation and commitment at all times. Please feel free to come and talk to us if you have any query or concerns

A handwritten signature in black ink, appearing to read 'D. Burke', written over a horizontal line.

Damien Burke
Principal

BOARD OF MANAGEMENT

The current Board of Management Representatives include the following:

Mrs. Martha Lynch	Chairperson
Sr. Mary Donegan	Patron's Nominee
Mrs. Belinda Pyaneeandee	Parents' Representative
Mr. Greg Bennett	Parents' Representative
Mrs. Marie Lucey	Community Representative
Mr. Frank McFeely	Community Representative
Miss Suzanne Counihan	Teachers' Representative
Mr. Damien Burke	Principal

SCHOOL STAFF (2012/13)

The total number of full-time teachers is 28 including the Principal. The teachers are allocated to the following posts:

Administrative Principal	1
Mainstream Teachers	17
Learning Support Teachers	4
Resource Teachers	2
English support for newcomer children	1
Early Start Pre-school	2
Home/School/Community liaison teacher	1

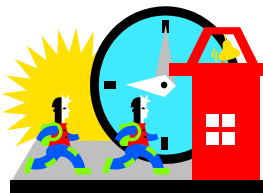
Part-Time Teaching Staff

We also have the services of part-time teachers, staff and assistants employed by the School Completion Programme for in-school and after school initiatives.

Non -Teaching Staff

- 2 Early Start Child-care Assistants
- 7 Special Needs Assistants
- 1 Secretary
- 1 Full-Time Caretaker
- 1 Part-time Caretaker shared with Talbot Senior School
- 4 Cleaning Staff

THE SCHOOL DAY



OFFICIAL SCHOOL TIMES

Junior Infants & Senior Infants	9.00 a.m. – 1.40p.m.
First Class & Second Class:	9.00 a.m. – 2.40 p.m.
Morning Break:	10.45 a.m. – 10.55 a.m.
Lunch Break:	12.30. p.m. – 1.00 p.m.

ARRIVAL AT SCHOOL

School begins at 9.00a.m. The school gates are opened at 8.50 a.m.

Please ensure that your child/children are in their designated yard **just before** the school bell rings. **Children who are in the yard prior to official opening time are not the responsibility of the Board of Management.**

Children are **not allowed** to enter the school building prior to 9.00a.m. In the case of exceptional adverse weather conditions, the school may open a few minutes early, at the discretion of school management.

It is school policy that children line-up in the yard in their designated class lines. We encourage independence as soon as possible and so it would be appreciated if you could say your goodbyes in the school yard. Staff members will supervise the children into the school building. They know their own classroom and should be able to look after their coats, bags and lunches.

A parent may accompany a junior infant child until they feel secure enough to come in on their own.

It is important that children develop the habit of being punctual for school. A pupil arriving late may seriously disrupt not only his or her continuity of learning, but also that of others.

DESIGNATED DOORS

Designated entrances are opened in the mornings at 9.00a.m. They are closed at 9.15 a.m. for security reasons. Latecomers after 9.15 a.m. should use the main entrance.

In the interest of safety, please do not bring buggies down the narrow corridors at opening and closing times – wait until all the class lines have entered their classrooms. The corridors are narrow and cannot accommodate the huge volume of traffic that would be involved if all parents who accompany their children to school came inside with them. Congestion on the corridors may result in accidents, particularly on wet days. Please do not enter or exit the building through the car park entrance door. This is designated for staff members with cars. The car park area is unsafe for children.

DISMISSAL OF CHILDREN:

For safety and security reasons, parents are asked to wait outside the building for their children and not outside the classrooms on the narrow corridors.

Teachers escort children in line from the school building to their designated area on the yard. Please wait until the children are in their own space in the playground before taking them.

Please be punctual in collecting your child so as not to cause him/her unnecessary anxiety. The school cannot be responsible for children after designated closing times.

Please telephone the school, if you are going to be delayed picking up your child,

if someone different is collecting your child, please let us know.

SCHOOL UNIFORM

Children are expected to wear the school uniform every day, except P.E. days. Elasticated waistbands in trousers are easier to manage than belts and buttons.



The school uniform consists of:

Red: jumper/cardigan with school crest and tie

Grey: Trousers/Pinafore/ Skirt and Shirt

UNIFORM SUPPLIERS

The school tracksuit, crested jumper /cardigan are available on order from:

**Clothiers,
Castle Shopping Centre,
Monastery Rd. Clondalkin Tel: 01-4641151**

Garveys, Unit 9 Nelistown Shopping Centre (Tel: 01- 4570460)

TOP SHOP, 278, Ballyfermot Rd (Tel: 01-6232812) also stock uniform items.

Please Note:

- The school jacket (optional) is available only from Clothiers, Castle Shopping Centre)
- All other uniform items are available from major retail outlets

PHYSICAL EDUCATION

Children will go to the hall twice a week for physical education. Children who are unable to take part due to sickness or injury should have a note from parents/guardians.

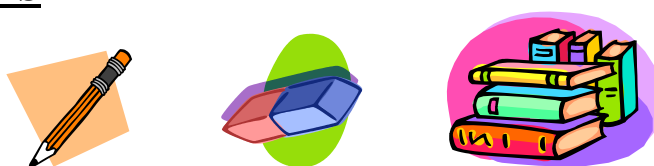
For Physical Education, runners are compulsory. Slip- on runners with velcro fastenings are most suitable. It is recommended that the pupils wear the school tracksuit.

LABELLING OF CLOTHES AND PERSONAL BELONGING

Please label clothing, bags, lunchboxes, books and copies etc. as many of them look identical.

The school will not accept any responsibility for items of clothing/monies or personal belongings damaged, lost or stolen

SCHOOL BOOKS



We are very conscious of the cost of school books and every effort is made to keep the cost as low as possible.

The school operates a rental scheme for certain subjects so as to lower the cost of book bills. Please take care of the rental books. Nothing should be written on them. The plastic covers should help to prolong their life. All rental books should be returned at the end of each school year. Any rental books lost will have to be paid for.

BOOK LIST

Each child gets a book list in June. You may pay in instalments if you wish. You also may qualify for a book grant, which is funded by the Department of Education and Science to cover part of the bill. If you have payment difficulties, please do not hesitate to talk to the Principal and/or Home School/Community Co-ordinator.

SCHOOL CLOSURES

Details of school holidays or early closures are always communicated in writing. .

RESOURCES AND FUNDING

The school depends on the grants and teacher resources provided by the Department of Education and Science and it operates within the guidelines laid down, from time to time by the Department. All school policy must have regard for the resources and funding available.

THE SAFETY OF OUR SCHOOL COMMUNITY MUST ALWAYS BE A TOP PRIORITY.

HEALTH AND SAFETY STATEMENT

In accordance with the **Safety, Health and Welfare Act 2005**, the Board of Management has prepared a **Safety Statement**. A copy of the statement is available on request.

FIRE DRILL

At the beginning of each school term fire drill routines and safe evacuation procedures are practiced and undertaken by the whole school. Additionally, a fire drill is held during each of the four school terms.

NO SMOKING POLICY

The school is designated a non- smoking zone. It is illegal to smoke inside and outside the building and within the school grounds. Any person found smoking may be subject to prosecution.

MOBILE PHONES

In addition to the intrusive and distracting nature of mobile phones, there continues to be debate about the possible harmful effects of the frequent use of mobile phones. Therefore, in the interest of safety, there is a policy in the school forbidding the pupils to use mobile phones in the school. The use of mobile phones by adults for essential calls should be kept to the minimum and should be taken/made in an open area or in an area where pupils are not present.

SCHOOL SECURITY

In addition to implementing routine safety and security procedures in the school, the Board of Management has been making improvements in school security over the last few years. A Reception/ Secretary's Office was created just inside the main door and fire door exits were installed at each end of the main building. A new telephone system was installed which facilitated phone extensions in the prefab building and Early Start rooms.

VISITING THE SCHOOL DURING SCHOOL HOURS

In the interest of safety and security, it is essential that we know how many people are on the premises and who they are. All visitors to the school during school hours are requested to report to reception and state the reason for their visit.

Please bring late lunches, school belongings etc to the school office/reception.

If you need to speak to the principal or class teacher about a problem, please make an appointment with the school secretary.

GOING HOME DURING SCHOOL HOURS / EARLY COLLECTION OF CHILDREN

We discourage the **unnecessary** early collection of children at home time as it causes a high level of disruption to class routine and unnecessary congestion on the corridors

When it is necessary for a pupil to leave early for a genuine reason, a note must be sent to the class teacher. Please state on the note whether the child is to be collected or has permission to go home alone.

If you have to collect your child early while the school session is in progress, please report to the school office/reception. Parent / carers are required to sign a form at Reception

Pupils will not be released to older siblings or unknown persons unless there is written consent or telephone instruction from the parent/guardian. It may be necessary to make telephone contact with parent/guardian to seek clarification.

HOME AT LUNCH-TIME

Your child is welcome to go home for lunch from 12 to 12.30pm. A Consent Form, to be signed by you, is available from the school secretary.

DOGS

Dogs in and around the school are a hazard to the children. If you own a dog, please ensure that it does not enter the school grounds. The Dog Warden has to be sent for when dogs cause a problem in the school.

CAR AND ROAD SAFETY



We do appeal to you to avoid dropping children off and picking them up on the yellow lines outside the school.

Please under no circumstances drive into the school grounds at the beginning and end of the school day or reverse into the school entrance to turn the car.

Pupils are expected to respect and follow the directions of the school traffic warden at all times.

HEALTH AND HYGIENE

CHILD PROTECTION

In the interest of promoting the safety and welfare of the children in our school, the Board of Management of Scoil Nano Nagle has adopted as school policy the following guidelines in relation to child protection and welfare:

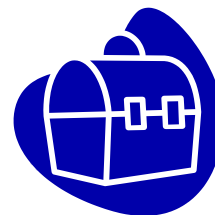
Children First, (Department of Health and Children, 1999) (www.dcyia.ie)

Child Protection Guidelines and Procedures (Department of Education and Science, 2001) (www.education.ie)

Consequently, if school staff suspect or are alerted to possible child abuse they are obliged to refer this matter to the Health Service Executive (HSE). The school Designated Liaison Person (DLP) Maura Sweeney. The Deputy Designated Liaison Person is Fiona Carmody.

Scoil Nano Nagle Child Protection Policy is available on request

LUNCHES



The school promotes a Healthy Lunch Policy. Nourishing foods are encouraged. – sandwiches, cheese, fruit, yogurt, milk or fruit juice. **Fizzy drinks, crisps and chewing gum are discouraged.** The Healthy Lunch Policy is set out in a separate document which is available in the induction pack.

Parents can avail of nutritionally balanced lunches free of charge. The lunches are prepared by Glanmore Foods and delivered to the school daily. Parents can choose from a very extensive menu. The free lunch programme is sponsored by the Department of Social and Family Affairs. Order forms are available from the school. Log on to www.glanmorefoods.ie for more information.

If you wish to prepare your own lunch for your child, please choose a lunch box and beaker that can be easily opened. Please label both clearly. For safety reasons, glass bottles are not allowed.

LITTER

We encourage children to take care of the environment. Being litter conscious is a great help in keeping school, home, Bawnogue and everywhere clean and tidy.

MEDICAL SCREENING IN SCHOOL

The Health Service Executive (HSE) provides a valuable medical screening service for the early discovery of any medical condition which might interfere with a child's progress. The following services are available:

- A general medical screening examination carried out by a medical doctor.
- Booster immunisations for childhood diseases-, usually in junior infants or senior infants.
- Vision and hearing tests are usually carried out in junior or senior infants.
- Dental inspections are carried at intervals and if necessary, treatment is offered at the local Health Centre.

The HSE will notify parents/guardians through the school regarding forthcoming medical screening. Parental consent is always sought before any medical screen can take place.

The local Clinic is based at **Deansrath Health Centre**.
Telephone: 4574063/ 457399

Assessment of Need.

Any parent who feels that their child aged 5 may have a disability can apply for an assessment. An independent assessment of need is an assessment of the full range of your child's needs associated with his or her disability. The service is provided by the HSE. Applications must be made in writing on a standard form which is available from your Local Health Office or the school

If your child presents with learning, social and/or behavioural difficulties, the school will consult with the parents/guardians with regard to the appropriate intervention. The school has access to the **National Educational Psychological Service (NEPS)**, The Clondalkin Child & Adolescent Mental Health Service (CAMHS) and a range of local support services.

ILLNESS AT SCHOOL

Parents are asked to inform the school of any physical disability or allergies which their child might have

Children who are ill should not be sent to school.

We have no provision for supervision of sick children who wish to stay indoors at break times.

Requests to remain indoors should only be made in exceptional cases - limbs in plaster, recovering from surgery, or on-going and chronic illness. These requests should be made in writing to the class teacher. Parents will be asked to sign an Indemnity Form.

INFECTIOUS DISEASES

Please notify the school if your child is diagnosed with an infectious disease. We seek your co-operation in following the medical treatment and exclusion period as prescribed by your G.P.

ADMINISTRATION OF MEDICINE IN SCHOOL.

It is important to understand that the school is not obliged to take responsibility for the administration of medicine to pupils in school.

It is preferable at all times that parents administer medicine to their own children. We would encourage you as parents/guardians to visit the school to do this. Please inform the school by telephone or letter when you need your child in school time to give medicine and we will make sure that your child is ready to meet you.

Where this is not possible, the school, under the direction of the Board of Management may make arrangements to administer the medication, **only in exceptional circumstances.** In such circumstances, the Board of Management advises that the following safeguards must be observed:

- The parents/guardians must write to the Board Of Management stating the name of the child; a brief outline of the medical condition of the child and clear written instructions concerning the procedure to be followed in administering the medication - required dosage and relevant times etc; when the parent is to be notified and where he/she can be contacted and whether the child will be responsible for taking his/her medication. Where this is not possible, the parents/guardians should request the Board to authorize a member of staff to administer the medication
- Where children are suffering from life threatening conditions, the parents should also outline clearly what can and can't be done in particular emergency situations, with particular reference to what may be a risk to the child.
- The application must also include a letter from the Doctor confirming the medical condition and medication dosage and the procedure to be followed in the event of an emergency.

N.B. It is important to note that medication should be the smallest dose possible to ensure recovery until a medical expert can take over. At no time should an emergency dose be such that it could harm the child, if inappropriately administered.

- Where permission has been given by the Board of Management for the administration of medicine, the smallest possible dose should be brought to the school by the parents/guardians or a trusted adult and not the child, with clear written instructions for administration, giving the name of the pupil.
- Arrangements will be made by the Board of Management for the safe storage of the medication. Certain medicines, however, such as inhalers used by asthmatic children and glucose for diabetics must be readily accessible at all times of the school day. – this will remain a matter for the teachers' professional judgement.

- Arrangements will also be made for the administration of the medication, in the event of the authorised teacher's absence. **It is the parent/guardians responsibility to check each morning whether or not the authorised teacher is in school.**
- The Board of Management will seek an indemnity from the parents/guardians in respect of any liability that may arise regarding the administration of the medication

ACCIDENT PROCEDURES

Accidents occur despite supervision. Minor accidents are treated at school. Slight cuts and grazes are normally treated by cleaning the wound with a sterile wipe.

In the case of more serious accidents/ child becoming ill , every possible effort will be made to contact the pupil's parents/guardians or the person delegated to take responsibility for the pupil. **It is important that parents. guardians notify the school of any change to contact details. Non co-operation in this matter could result in a delay in having your child attended to medically, should the need arise.**

The school will not accept responsibility for any medical expense incurred as a result of an accident which happens in school. There is a facility for parents to take out insurance to cover medical expenses incurred as a result of an accident at school. Details of this scheme will be circulated by the Parents' Association in September

HEAD LICE

Please check your child's hair and scalp regularly for head lice. Head lice are a recurring problem in most schools and should be treated promptly and reported to the school. If there is an outbreak of head lice in a class, all parents of pupils in that class are informed by note, and asked to take immediate action to treat infestation.

CODE OF BEHAVIOUR POLICY

Introduction

For any organization to work effectively there must be in place a code of conduct which is understood and valued by all the interested parties. Our code emphasizes the importance of a positive approach to the prevention and management of children's behaviour in the school. It also recognises that there will be times when children will misbehave and that there must be a system of appropriate guidelines and sanctions in place.

The policy was revised in June 2008, after extensive consultation and discussion with staff, parents, children and Board of Management. The code reflects the values and principles that we consider to be important for the school to run smoothly and effectively. The policy is not set in stone but must be open to changing circumstances within the school and community.

The full details of the Code of Behaviour are set out in a separate policy.

In accordance with section 23 of the Education (Welfare) Act 2000 and the NEWB Guidelines, the revised code of behaviour addresses the following areas:

- The standards of behaviour expected in the school
- The plan for promoting good behaviour
- The ways in which the school responds to unacceptable behaviour
- The plan for implementing the code of behavior
- School procedures for use of suspension and expulsion.

Aims of our Code of Behaviour

Our Code of Behaviour aims to:

- enable teachers, other members of staff, pupils and parents to work together for an effective and safe school environment.
- provide clear guidance to children, teachers, parents and Board of Management about **expected behaviour** so that the school will run smoothly and effectively.
- help children to behave well and learn well.
- develop children's self-esteem.
- foster self discipline and a sense of responsibility in the child.
- foster respect and positive caring attitudes to one another and the environment.
- ensure a safe and happy school environment for the whole school community.
- enable teachers to teach without disruption.
- ensure the right of every child to be educated and to learn.
- enable school authorities to deal with challenging behaviour.

GENERAL EXPECTATIONS FOR BEHAVIOUR

Pupils are expected to:

- show respect, politeness and co-operation or self and others in their interactions with others.
- keep the rules
- show respect towards their own and other children's property, school property and the school environment.
- respect the right of other pupils to learn. Behaviour that interferes with the rights of others to learn and to feel safe is unacceptable.
- behave in a way that will not endanger themselves or others
- behave in an orderly manner at all times; move quietly and safely in the classroom, on the corridors, going to and from the playground
- obey teacher's instructions at all times and to work to their best ability.
- bring to school each day all the books, copies and materials necessary to do their class work properly.
- stay within designated playground boundaries during break times and stay on school premises during school hours.
- wear the school uniform.

Bullying and harassment

Bullying is repeated verbal, psychological or physical aggression by an individual or group against others. The most common forms of bullying are aggressive physical contact, name-calling, intimidation, extortion, isolation, taunting, and in recent times cyber bullying and text messaging. All forms of bullying will not be tolerated. Parents are expected to cooperate with the school at all times in dealing with instances of bullying, in accordance with the school's Anti-Bullying Policy.

Absences from School

Children are encouraged to be punctual and to attend school regularly.



Pupils are expected to attend every day unless there is a genuine reason for absence. The school is legally obliged to report absences of over 20 school days to the National Educational Welfare Board.

All absences must be accounted for by parents/guardian either by writing a note of explanation or by making contact with the school.

In September, 2010, the school introduced a texting service to track and report absent pupils. Parents/guardians may ring or send a text to **0871755308**, stating the reason for the absence. If the school does not receive an explanation by 10 o'clock on the day the child is absent, the school will send a text to the parents/guardians.



087 1755308



or



THE PRIMARY CURRICULUM



CURRICULUM

The school embraces the revised *Primary School Curriculum (1999)* prescribed by the Department of Education and Science, This revised primary curriculum is being introduced into schools on a phased basis over the next few years.

The curriculum at Scoil Nano Nagle provides for a broad, balanced and relevant learning experience which recognises and respects individual developmental needs in a caring and supportive environment.

A wide variety of traditional and modern teaching methods and approaches are used and many aspects are integrated throughout the day to deliver the revised primary curriculum.

The curriculum is laid out in seven curriculum areas. Some areas consist of just one subject, others contain more than one subject. There are twelve subjects in all.

THE CURRICULUM

Language

Gaeilge English

Mathematics

Social, Environmental and Scientific Education (S.E.S.E)

History Geography Science

Arts Education

Visual Arts Music Drama

Physical Education

Social, Personal and Health Education (S.P.H.E.)

Religious Education

Information and Communication Technology (ICT)

GAEILGE

The new Irish curriculum is based on the use of language for communication. In every Irish lesson children will be encouraged to use the Irish they have learned in real and enjoyable situations. They will use short phrases and short answers to questions in the context of role-playing, games and other activities. The most important thing is that they will be able to understand spoken Irish and use a little Irish successfully. These activities will lay the foundation for formal reading and writing, which will take place normally sometime in second class. Children will not begin formal Irish reading until some time in second class.

ENGLISH

The English curriculum links oral language, reading and writing activities in order to help children achieve competency in literacy acquisition.

In infant classes, great emphasis is placed on the development of oral language skills, building up the child's vocabulary and ability to use language. They will also experience a rich variety of emergent reading activities in preparation for formal reading. The approach to the teaching and learning of reading is based on the child's general language development and on the development of phonemic and phonological awareness. Depending on the readiness of the child, formal reading will take place normally sometime in the senior infant class.

What you as parents will notice most readily is that your children's reading experience will no longer be confined to a class reader. They will be encouraged to read a wide range of different types of books through all class ranges.

Children will have access to a well-stocked school library and classroom libraries.



In conjunction with learning to read, children will engage in a wide variety of formal and informal writing activities.

MATHEMATICS

In the Mathematics curriculum children at all levels will have experience of all five areas of the curriculum:

Number, Algebra, Shape and space, Measure and Data.

Great importance is still given to traditional skills, such as memorising number facts (tables). However, the development of estimation skills is strongly emphasised with children being encouraged to work out what the answer might be.

The curriculum also stresses real-life problem –solving and gives children plenty of experience in handling materials such as weights, money, liquids, beads and counters. Children will be involved in activities that will help them to appreciate that mathematics is not only essential for daily living but can also be great fun.

SOCIAL ENVIRONMENTAL AND SCIENTIFIC EDUCATION (SESE.)

Social, environmental and scientific education is made up of history, geography and science, Through SESE children learn about how to understand the world around them. They also learn about the past and how it has made us what we are. In developing this understanding the curriculum helps the child to acquire open, critical and responsible attitudes and to live as an informed and caring member of the local and wider communities.

ARTS EDUCATION

Arts education comprises **visual arts, music and drama.**

Visual arts will give children opportunities to express themselves through drawing, painting, print-making, using colour, modeling in clay, constructing things using different materials, and working with fabric and other textiles. As well as expressing themselves in these different ways children will also be encouraged to respond and react to a variety of pieces of art.

Music: There are three main areas in the music curriculum: listening and responding to music, performing and composing. Children will listen to a wide variety of music and respond to it in different ways. They will sing songs and learn to read music through song-singing activities. Composing will involve children in exploring sound by allowing them to play with simple musical ideas using different musical instruments. In this way they will be encouraged to create their own composition.

Drama: Drama stimulates children's imagination in an exciting way. In the early stages it is approached through make-believe play. It is always based on story, and children will create the drama through their own words and actions. This provides them with a different way of learning and knowing and gives them new insights and in understanding. Drama is a special type of learning experience.

PHYSICAL EDUCATION

Physical education contributes to children's overall development by helping them to lead full, active and healthy lives. It also gives children opportunities for learning through the medium of movement and dance. The P.E. curriculum stresses the importance of enjoyment and play, and all children are encouraged to take part in as many activities as possible. Children go to the hall twice a week for physical education . For insurance purposes, runners must be worn. Children are expected to wear the school tracksuit.

SOCIAL, PERSONAL AND HEALTH EDUCATION (SPHE)

Social, personal and health education is concerned with the personal development of the child and with his/her health and well -being. It is therefore, one of the most important areas of the child's education. It helps children to understand how to care for themselves, and it fosters in them a sense of responsibility for their own actions.

Skills and Attitudes:

SPHE is also concerned with helping children to develop skills, attitudes and self-esteem that will bring the greatest fulfillment and happiness to their lives. It is an important part of all school and classroom activity, but it is also given its own individual space in the timetable.

Care and Respect for Others:

SPHE helps children to develop a sense of care and respect for themselves, and for other people. It also promotes responsible social behaviour, helping children to relate successfully to others and to work with others in resolving conflicts.

A Sense of Community: Through SPHE children develop a sense of care and respect for themselves and for other people. It also promotes responsible social behaviour, helping children to relate successfully to others, and to work with others in solving problems.

SPHE and RSE

Relationships and sexuality education (RSE) is now part of our SPHE curriculum. We also include other programmes, such as Stay Safe and Walk Tall and Water Safety. Parents/guardians who do not wish their children to take part in any of these lessons should inform the school in writing.

RELIGIOUS EDUCATION

The teaching of Religious Education throughout the school is in accordance with the programme stipulated by the Diocesan Advisors. The Veritas Alivo –O Programme is the scheme that is in use. It is a development scheme, which builds upon what has gone before. All sorts of activities such as art, creative writing, drama and music are used to help the children understand the Christian message and relate it to their lives, helping them to develop spiritually, morally and socially. It is important to note that Religious Education in a Catholic School cannot be just confined to specific RE lessons. It permeates all aspects of School Life. Children take part in daily collective prayer. This may be within their own classroom, or with the whole school at assemblies. Children are prepared for the Sacraments of Reconciliation and Holy Communion in second class.

INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)

The use of computers and relevant educational software are used to integrate the curriculum into the teaching and learning process in order to provide children with opportunities to use modern technology to enhance their learning in all subjects. Children will have access to a well equipped Computer Room and interactive whiteboards in every classroom.

ASSESSMENT

Assessment plays an important role in teaching and learning in our school. It is the means by which teachers keep track of children's progress in learning. Through assessment the teacher can build up a picture of the learning needs of the child and plan future work accordingly. Assessment is also used to identify children with learning difficulties so that they can be given the support and assistance they need. Emphasis is placed on prevention and early identification. The educational progress of all children is monitored and screened at regular intervals from junior infants to second class.

All areas of the curriculum and all the different aspects of learning are assessed. It will take account of the child's self-esteem, behaviour, social interaction, and a wide range of knowledge, skills, attitudes and values. A varied range of assessment tools are used e.g. teacher observation, classwork, homework, discussion with pupils, standardised tests and diagnostic tests.

LEARNING SUPPORT

Learning support intervention varies, depending on the needs of the individual child. Learning support teachers may withdraw children from class on an individual basis and/or in a small group for intensive supplementary teaching or they may provide additional support in the classroom. Parental consultation and support are an essential aspect of the learning support programme. Children who continue to experience difficulty in learning may, with parental consent, be referred to the school psychologist from the National Psychological Service for educational assessment.

HOME/SCHOOL/COMMUNITY/ LIAISON

Through the Home/School/Community/liaison scheme, parents have the opportunity to become involved in a variety of leisure and educational activities. The school has a home/school/community liaison co-ordinator whose role specifically involves working with parents/guardians.

In the past, parents have sought to improve their own skills and knowledge in areas such as languages, gardening, cookery, sign language, first –aid, child care, parenting, personal development and self-esteem courses. Basic and advanced computers courses are also available. Courses are also run to enable parents to keep abreast of and help their children with their homework. Many parents come into the school to share their skills with the children in a variety of areas. Apart from acting as a resource in this way to children and teachers, parents also act as a resource to other parents. In the past, parents have run parenting courses for other parents- Irish classes, curriculum workshops etc.

PARENTS’ ASSOCIATION

The school acknowledges and welcomes the support and co-operation of all parents always. A Parents’ association has been set up for the purpose of enabling parents to support the school community. The Parents’ Association have a notice board at reception. If you wish to become involved, please give your name to the Home/School/ Community/ Liaison/ Co-ordinator or to any member of the association.

HOME/SCHOOL COMMUNICATION

Frequent communication is of vital importance in developing and nurturing co-operation between home and school. Routine enquires about aspects of the school practices or and/or procedures should be raised with the school secretary or class teacher as appropriate.

In our school, communication between parents/guardians takes place in the following ways:

The school website: www.scoilnanonagle.ie. The school website is very useful for keeping up-to-date on what is going on in the school. It contains pictures and news on the various activities that involve parents and children. Newsletters are published every Wednesday and then posted on the website. There is a section on the Parent’s Association as well as the school calendar which can be downloaded from the site. There is also an archive on past events.

- **Informal meetings** at opening/closing times and at school events
- **Individual consultations:** This occurs where a parent requests a meeting to exchange information or to discuss matters of concern. If the interview requires a lengthy meeting (say more than 5 minutes), please arrange an appointment through the secretary or by writing a note to the class teacher to facilitate the smooth running of the school.
- **Home/school visitations:** The home/ school/community/liaison co-ordinator makes informal house calls to homes regarding aspects of school life.

- **Appointment with principal:** Please make an appointment with the school secretary.

Please Note: when making an appointment with the class teacher or principal, it is necessary to state the purpose of the visit so that the teacher/principal may undertake whatever preparation is necessary with regard to information and records.

- **Formal Parent-Teacher meetings** are held in the school each year.
- **School reports** are issued for pupils in senior infants, first class and second class at the end of the school year.
- **First Communion preparation:** Meetings are held in connection with preparation for First Communion.
- **Induction Meetings:** Meetings are held for the parents/guardians of new Early Start pupils and new Junior Infant pupils.
- **Notes in pupil's homework journal.**
- **Newsletters**

COMPLAINTS PROCEDURE

It is in the interest of pupils, parents and teachers that good relations should exist between home and school. The teachers are willing to discuss any problems that may arise from time to time. **With mutual respect and goodwill, most problems can be resolved readily.**

In normal circumstances, complaints about any aspect of the running of the school should be raised as follows:

Step 1:

Make an appointment with the class teacher with a view to resolving the complaint.

Step 2:

If the matter is not resolved, the parent/guardian should make an appointment through the school secretary to see the principal.

Step 3:

If the complaint is still not resolved, parent should make an appointment to meet with the Chairperson of the Board of Management.

Step 4:

If the complaint is still unresolved, it should be lodged in writing with the Chairperson of the Board of Management.

Step 5:

The Chairperson will investigate the precise nature of the written complaint and make every **reasonable effort** to resolve the matter.

HOMEWORK

It is school policy that children do homework. Homework has a particular part to play in helping children to learn. It is important that there are close links between parents and the school with regard to homework. Parents can help by :



- Setting suitable times for doing homework.
- Making sure children have a suitable place for doing the homework.
- Encouraging your children's work
- Making sure that children make an honest effort to do the homework without assistance. Sign completed homework when your child has completed his/her best effort.
- Help should take the form of prompting and guiding the child towards completing the task.
- Setting a reasonable amount of time for homework.
- Writing a note to the teacher if the children is having continuous difficulty, despite given them a reasonable amount of help .
- Give a little time each evening to reading with your child. This time can be an opportunity to communicate with your child.



At the beginning of the school year teachers will send home written information and guidelines about homework. The school recently revised the homework policy.

THE FIRST YEAR

Starting school is a milestone in the life of your child



You can help make the transition from home to school easy for your child by providing safe opportunities for him/her to spend time away from you and with other children to learn to share and take turns. Your child will have an opportunity to visit the school and class room in June and will be familiar with the school setting.

In school we encourage each child to do/his/her best through individual, group and whole class activities. All children learn at their pace. Just as children walk and talk at different ages, they also read and write when they are ready. All children are different and each will progress at his/her own pace,

WAYS YOU CAN HELP YOUR CHILD

- Help your child to become independent by training him/her to:
 - Use the toilet, wash and dry hands without help.
 - Put on/take off his/her coat
 - To do/undo buttons and zips.
 - Open/close school bags, lunch boxes and drink containers.
 - Use a tissue
 - Recognize his/her own belongings.

- Give your child time-spend time together
- Talk to you child and encourage him/her to express themselves
- Read and enjoy stories together. Talk about the story
- Repeat nursery rhymes
- Identify colours and shapes.
- Provide paper, crayons and paints for colouring and scribbling.
- Provide jigsaws, lego, playdough, etc.
- Help him/her to cut out using blunt scissors
- Allow your child to play with sand and water.
- Do as little as possible for your child to develop independence
- Praise his/her efforts at every opportunity
- Don't criticize
- If children feel you have confidence in them, they will feel they can achieve.

THE FIRST DAY

- Start with a good breakfast.
- Come to the class on time on the day
- Give a hug, say goodbye and give assurance that you will collect him/her at the proper time.
- Then leave! Almost all children are busy and happy within minutes of their parents leaving.
- For the first few weeks your child will have a short day so give a small healthy lunch.
- New infants are usually very tired when they start school first so please help them by making sure they go to bed early.
- **Please do not collect your child without informing the teacher.**