



## **Hamilton Learning Community**

### **Cost of the School Day Policy**

#### **Introduction**

Recent Scottish Government policy and investment has focused on closing the attainment gap between children from high- and low-income households in order to reduce current inequalities in educational outcomes. Integral to this agenda must be an understanding of how education and school structures, policies and practices affect children and young people from low-income households and where difficulties and financial barriers to participation exist throughout the school day. Understanding more about this from children's perspectives can support schools to poverty-proof their policies and practices so that conditions are right for all children and young people to learn and to achieve.

For further information on Child Poverty Action Group please look up <http://www.cpag.org.uk/costoftheschoolday>

#### **Our Vision**

In our school communities we will work together as a team to develop our children as successful learners, confident individuals, effective contributors and responsible citizens by providing a safe, friendly and inclusive environment for motivating and challenging learning experiences.

In Hamilton Learning Community, we aim to employ a range of simple and practical measures which can help to minimise costs, reduce stigma and ensure that children and young people have equal access to opportunities at school.

#### **Rationale**

In Hamilton Learning Community, we strive to ensure that every child should have equity of opportunity to educational experiences.

#### **Aims**

1. Ensure all children and young people have access to meaningful learning experiences, which enable them to develop an understanding of the different types of poverty, and how they affect learning and daily lives.
2. Enable children and young people to be empowered and make meaningful changes, which benefit learners and families.
3. Support children, young people and families to access supports and financial advice.
4. Offer a collective and ongoing commitment to equity by listening to and acting upon what children and parents say.

5. Support the Government's vision for Scotland's society and economy to be stronger with families feeling empowered.

### **Is there poverty?**

More than one in five (210,000) children across Scotland are officially recognised as living in poverty. In Glasgow, it is estimated that one in three (over 36,000) children are in poverty. Insufficient household income can mean that some children and young people don't have the resources needed for school and can't easily afford to take part in school activities which cost money. This can put them at risk of missing out on opportunities at school and feeling different, excluded and unhappy.

Each school in the Hamilton Learning Community has a **Health and Wellbeing and Equity Co-ordinator**. They will be available to offer advice and support to staff on teaching approaches and resources as well as support families whenever necessary.

### **Planning**

Teachers plan each session very carefully and use Curriculum for Excellence outcomes as a guide to ensure that children access a broad and stimulating curriculum. Within Health and Wellbeing planners teachers use a variety of strategies to stimulate discussion and develop understanding of poverty in Scotland.

Teachers meet termly with SLT to discuss plans, evaluate pupil progress, and set targets.

### **Learning and Teaching Strategies**

As an understanding of poverty and its affects are progressively developed across children's learning, there are carefully planned opportunities to experience breadth, depth and challenge through a variety of approaches, including:

- active learning.
- investigative, collaborative, and independent approaches to learning.
- linking tasks across the curriculum (including well planned interdisciplinary learning) using relevant and exciting contexts to engage and motivate children.
- problem-solving approaches.
- encouraging children to explain their thinking.
- effective use of technology to support learning.

At all stages differentiation is provided through success criteria, choice of resources and organisation structures such as cooperative learning, flexible ability groups depending on the task, and additional input, support and challenge. This helps to ensure Personalisation of learning. We also provide Personalisation and Choice of learning in P1-7 by meeting regularly with children to hold learning conversations and set targets for the next learning steps to increase attainment.

Clear links are promoted between Health, Wellbeing, Equity, and other subject areas to draw different strands of learning together and provide Coherence. The embedding of UNCRC and/or school values throughout all curricular areas supports the increase in attainment and is demonstrated in the careful tracking and monitoring of progress.

## **Our Commitment**

### **Uniform-**

Parents/ carers can purchase uniform from any local shop/ supermarket.

We encourage parents/ carers to apply for all appropriate benefits and offer uniform swaps for good quality used items. We direct parents to South Lanarkshire's web site for further details on how to apply for clothing grants.

At different times of the school year we host uniform recycling events, pop up shops and clothing swaps where good quality uniform and dressing up costumes can be collected. These events are open to all families to encourage uptake.

**Lunches-** We encourage and direct parents to South Lanarkshire's web site to apply for free school meals. We remind parents/ carers to do this on an annual basis and offer support to complete the online form if a parent/carer is having trouble. The school has a supply of fruit/ snacks, which are available for any child who does not have a snack with them at break time.

**Curriculum-** all equipment required to fully engage in all curricular activities is provided by the school. Learners at times may want to bring their own pencils/ pens but each classroom is fully equipped with all necessary resources. There are lunchtime and after school clubs offering research time to ensure that, all learners can complete homework/ presentation tasks.

**After school clubs-** we have a wide range of afterschool clubs running from Monday-Thursday as well as lunchtime clubs. We do not charge for after school clubs.

**Outings and residential trips-** our Parent Councils and /or PEF money subsidise the cost of outings which allows us to either have the trip free of charge or ask parents/carers for a minimal contribution. If a parent/carer is concerned about the cost of any activity, we ask for the parent to discuss the concern with their Head Teacher.

### **Sanitary provision**

In all our senior pupil's and staff toilets we have free sanitary products available to be used in school or taken home.

**Events-** across the school year we look at ways to support our local and wider community. We ensure that we have a balance of opportunities to allow learners to donate their time/ qualities rather than asking for money.

## **Monitoring and Evaluation**

SLT will monitor the progress of the changes made and the delivery of the curriculum by:

- having planning discussion meetings every term to discuss planned learning, coverage of the curriculum and observe and discuss progress of pupils.
- discussions with Parent and Pupil Council and Cost of the School Day Steering Group.
- formal observations of lessons
- informal visits to each class
- carrying out regular audits to review school's progress

### **Equal Opportunities**

Hamilton Learning Community aims to provide equal opportunities for all pupils irrespective of ability, gender and cultural background. We strive to enable each child to maximise his/her potential.

Cost of the School Day Policy February 2023

Review date June 2024.