



Grange Primary School



Grange Primary School Handbook

2019-2020



Falkirk Council
Children's Services



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A Foreword from the Director of Children's Services

Session 2019-20

This handbook contains a range of information about your child's school which will be of interest to you and your child. It offers an insight into the life and ethos of the school and also offers advice and assistance which you may find helpful in supporting and getting involved in your child's education.

Falkirk Council is keen to work with parents, not only to allow you a greater opportunity to contribute to your child's education, but also to encourage you to play a greater role in the life of the school as a whole. We offer a number of opportunities when you will be able to make your voice heard in relation to your own child's education, your local school, and Children's Services as a whole.

Throughout each school year there will be opportunities for you to discuss your child's progress with his/her teacher. There will also be Council-wide events for parents organised by Children's Services. These events are spread across the school year and each focuses on a particular theme. The events are open to all parents and they are also attended, wherever possible, by the Education Portfolio Holder as well as members of the Service's Management Team. Each session offers parents an opportunity to ask questions about aspects of their child's education. Dates for these events will be issued by your child's school and we hope you will be able to come along and hear about, and contribute to, our plans for Education in Falkirk.

We are pleased to introduce this handbook for session 2019/20 and trust it will provide you with all the relevant information you may need concerning your child's school. If you have any queries regarding the contents of the handbook please contact the Head Teacher of your child's school in the first instance who will be happy to offer any clarification required.

Robert Naylor
Directors of Children's Services
Falkirk Council

Footnote: If you want a printed copy of this handbook, please ask the school.

It may be possible to offer some assistance in helping to translate all or part of this handbook to parents whose first language is not English. Enquiries should be directed in to the Acting Communications Officer for Children's Services (tel: 01324 506657).

Curriculum for Excellence - Learning to Achieve

Learning Entitlements

In addition to the entitlements of Curriculum for Excellence our education provisions will reflect local needs and circumstances. Therefore, at different stages of their education, our learners will have opportunities to:

- Link aspects of their learning to the local environment and its heritage
- Participate on a residential experience where possible
- Participate in arts, sports and cultural events
- Participate in environmental projects
- Participate in a community project
- Participate in outdoor learning experiences
- Access appropriate technology
- Be consulted on and contribute to the decision making process in school
- Experience work based learning
- Develop collaborative, social, leadership and other life skills
- Access academic and vocational learning experiences
- Access learning experiences designed and / or delivered by relevant partners
- Reflect upon and be pro active in planning and making choices about their own learning
- Engage with learners in other countries and demonstrate knowledge of their culture.

How can you help?

By law, you must make sure your child receives education.

As a parent, you can help your child by:

- making sure your child goes to school regularly;
- encouraging and supporting your child with any homework given;
- showing that you are interested in how your child is getting on at school;
- encouraging your child to respect the school and the whole school community;
and
- being involved in the life and work of the school.

Throughout this handbook the term 'parent' has the meaning attributed in the Standards in Scotland's Schools Act 2000 and the Scottish Schools (Parental Involvement) Act 2006. This includes grandparents, carer or anyone else who has parental responsibility for the child.

Welcome from the Head Teacher

Dear Parents/Carers

Welcome to the Grange Primary School Handbook.

At Grange Primary School our intention is to make learning an enjoyable and stimulating experience for all learners. We strive to achieve the very best for each and every pupil and their families. Partnership working with parents is very important to us and we strive to involve our parents in creating a better future for the children. Our staff are committed to providing our pupils with a broad and balanced curriculum equipping them to deal with the challenges of the 21st century.

This handbook offers a general introduction and overview of the education your child will experience at Grange Primary School.

If you have any questions, or would like any further information on any aspect of this handbook or the education of your child, please do not hesitate to contact me.

Yours sincerely

Rosalind Veneroni
Headteacher

To make our handbook easy to use I've divided the information into five different sections:-

Section One – Practical Information about the School

This section provides you with some background information about Grange Primary School and Nursery. It tells you how our school day and school year are made up and how to contact the school if, for example, your child is ill.

This section deals with the practical aspects of your child's attendance at our school. It provides details on such things as:

- travelling to and from school
- school meals
- financial assistance with school clothing, transport and school meals
- school closures in an emergency or unexpectedly for any reason
- general supervision available for your child in the morning and at lunchtime
- wet weather details
- how the school communicates with parents
- how to complain if you are not happy about something.

As with any organisation, to ensure smooth running and appropriate maintenance of standards, a range of procedures and policies have to be implemented within our school.

Section Two – Parental Involvement in the School

Parental involvement is very important as we know it helps children do better in school.

This section contains information about how parents can be involved in supporting learning at home as part of a home – school partnership.

You can also find out more about the ethos of the school, what our values are and our aspirations for our pupils including how we celebrate pupil success, and links we have with partner organisations and the wider local, national and international community.

Lastly, it includes information on our Parent Association and Parent Council, how to contact them and how parents can get involved in the life and work of the school.

Section Three – School Curriculum

This section describes how the curriculum is planned and delivered in the school including the range of subjects and subject areas your child will be learning. It also includes information on how pupils develop skills for learning, life and work, including literacy, numeracy and health and wellbeing in and out of the classroom.

As well as giving you information about the statutory curriculum requirements we have included details on sports and outdoor activities available to pupils and the range of facilities available within the school.

Details of how parents will be informed about sensitive aspects of learning e.g. relationships, sexual health, parenthood and drugs awareness are included as well as information about religious instruction and observance and arrangements for parents who wish to exercise their right to withdraw their child.

This handbook also tells you how we will report on your child's progress and what written reports may be sent out to parents.

Section Four – Support for Pupils

This section gives information about how pupils' additional support needs will be identified and addressed and the types of specialist services provided within our school. This handbook also explains who to contact for more information if you think your child has additional support needs.

This section also gives information about transition – from primary school to secondary school – what the arrangements are and contact details of the catchment high school to which our pupils normally transfer. There are also details about making a placing request to another school.

Section Five – School Improvement

This section gives you an overview of the main achievements of the school within the last 12 months and performance information relating to literacy, numeracy and health and wellbeing.

Whilst Falkirk Council is happy to provide this information we do have some reservations that the publication of raw statistics, without any kind of informed qualification, can be misleading to the reader. In particular, they should not be construed as offering an indication of the quality of education provided in any of our schools.

We have also shown where you can get further information about our plans for the next three years to improve our performance and how the school will involve parents in that improvement.

I hope you find all of the above information helpful and self-explanatory. If you have any queries about any of the information contained in this handbook, or indeed about any aspect of our school, please do not hesitate to contact the Headteacher.

Disclaimer

The information in this school handbook is considered to be correct at the time of publication (Dec 2018), however, it is possible that there may be some inaccuracy by the start of the school term in August 2019.

Section One – Practical Information about the School – Contact Details

Head Teacher	Mrs Rosalind Veneroni
Depute Headteacher	Mrs Elizabeth McGuire
Principal Teacher	Mr Paul Burnett (Acting)
Grange Primary School	
Grange Loan, Bo'ness EH51 9DX	
Telephone Number 01506 778340	
Website	www.grange.falkirk.sch.uk
Twitter	@GrangePrimSch
E-mail Address	grangeprimaryschool@falkirk.gov.uk

About the school

Stages of Education provided for: Nursery to Primary 7
Present Roll: 222 plus 60 nursery places
Denominational Status of the School: Non-denominational

Organisation of the School Day

Primary Pupils

Primary 1 pupils attend school on a full-time basis after the first week.

Start Time	9.00am
Morning Break	10.30 – 10.45am
Lunch Time	12.15 – 1.00pm
Finish Time	3.00pm

Nursery Children

Morning Session

Start Time	8.45am
Finish Time	11.55am

Afternoon Session

Start Time	12.30pm
Finish Time	3.40pm

Shared Management (Learning Community) Protocol

Protocol	Examples in Practice
Shared Vision, Values, Aims - School Identity	
<ul style="list-style-type: none"> • Each shared management school within the Learning Community will retain its own identity • Shared management schools may have a shared vision, values and aims • Staff can be flexibly deployed across the Learning Community to support schools in meeting needs of pupils 	<ul style="list-style-type: none"> • Each school keeps its own name, uniform and badge • School Handbooks may contain the same vision, values and aims • School staff may be asked to work at the other school to meet service needs
Planning Mechanisms	
<ul style="list-style-type: none"> • Head Teacher should maintain overall responsibility for quality assurance, ensuring systems for tracking and monitoring are maintained throughout the Learning Community. • Plan collegiate opportunities for staff to work together, sharing ideas on curricular planning and programmes of study with the aim to merge programmes of study. • To assist in planning, Head Teachers should work towards the sharing of resources. • Aim to merge both School Improvement Plans to a single document. • Aim to develop one Standards and Quality Report for the Learning Community, where appropriate, which also recognises the individual identity of each establishment. 	<ul style="list-style-type: none"> • Integrated systems for planning, assessment and tracking would be beneficial when working between shared management schools. • Curricular planning and merging of programmes of study can be completed over a period of time. Different approaches to planning may be considered and some compromise may be necessary. • A shared management team may choose to share resources e.g. expertise, toys, materials, etc. • Where possible, Learning Communities should work together towards a single School Improvement Plan (SIP). • Head teacher would discuss the SIP priorities / responsibilities / timelines with all staff, parents and pupils to ensure everyone is aware of developments across the Learning Community. • A shared Standards and Quality report which outlines improvements/developments across the Learning Community which includes a section for each establishment which outlines achievements etc.
Joint Working	
<ul style="list-style-type: none"> • Opportunities should be provided for the leadership team, teaching staff and support staff to work across all shared management schools. Any location 	<ul style="list-style-type: none"> • Children will come together when there are relevant opportunities for this to happen e.g. to take part in specialist lessons, not available in one school, to

<p>change would be as a result of consultation with staff.</p> <ul style="list-style-type: none"> • Joint working and activities across the school community will become common practice. • Training will include staff across all shared management schools. • Reflect on progress within the partnership with colleagues from both/all establishments. • The Management Team will foster a climate of sharing, trust and empowerment to allow staff, pupils, parents and the wider community to work together and initiate that work. • Opportunities should be created to promote activities across the Learning Community. 	<p>benefit from outside partners providing learning opportunities and to share transport.</p> <ul style="list-style-type: none"> • Collegiate activities will involve all members of staff in the Learning Community. • In the early stages of partnership, termly collegiate meetings focussing on self-evaluation would be beneficial in reviewing partnership progress/ alleviating staff concerns/ making improvements/ building on early successes of the partnership. • Joint ventures, sports day, enterprise, curricular workshops, extra-curricular activities can be shared. • Joint partnership working, promoting collaborative working amongst stage partners (e.g. P4 Teachers, 1st Level Teachers) across the shared management schools, sharing good practice
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Communication with parents – Contacting the HT, DHT and PT

<ul style="list-style-type: none"> • Effective communication is essential when working between shared management schools within a Learning Community. This should be a two way process and the responsibility of all staff and parents in the school. • Senior management must implement effective and accessible systems to allow all staff to make contact with the head teacher as necessary. • Senior management must implement effective and accessible systems to allow all parents to make contact with the head teacher as necessary. • The Head Teacher and Senior Management team will have allocated times within each establishment. The timetable will remain flexible to allow them to respond to specific circumstances in each establishment and also to fulfil their corporate role within the authority. • A member of the management team will try to attend school events. 	<ul style="list-style-type: none"> • Staff and parents should make themselves familiar with the communication systems. • Practical examples include whiteboards, diaries, Outlook, class dookit, staff trays, use of mobile phone, emergency management plan and briefing meetings. • Parent's wishing to contact the Head Teacher may make an appointment through the school office, speak to another appropriate member of staff e.g. DHT/PT telephone or e-mail the Head Teacher at either school. • The senior management team in schools will develop a timetable to meet the needs of all establishments. • Admin staff will ascertain if enquiry is urgent and needs immediate contact with the HT / DHT • Admin staff will make an appointment if appropriate
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<ul style="list-style-type: none"> • To enable parents to select the appropriate person to speak to, schools should share contact details and appropriate person to contact, depending on the topic, with parents. • Admin staff will normally be the first point of contact for parents, who will follow the agreed procedures for communicating with the SMT. 	<ul style="list-style-type: none"> • School will let parents know how SMT can be contacted and / or put the call through • School staff will use email to keep SMT updated on any issues arising
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The role of the Head Teacher as principal adviser to the Parent Council

“The Head Teacher (HT) has both a right and a duty to attend, or to be represented at, meetings of the Parent Council (PC). The presumption is that the HT will normally attend. On occasion, another member of the school staff may attend if the HT is unavailable, or if they have more knowledge of, or expertise in, the subject being discussed. The HT will be expected to take part in PC discussions and offer advice to the PC on what is being done within the school to promote parental involvement. The HT, if requested to do so, must give advice and information to the PC on any matter falling within the HT’s area of responsibility. This can cover all aspects of the work of the school, such as matters relating to the school curriculum, policies on uniform or discipline, etc.” Scottish Schools (Parental Involvement) act 2006 Guidance Section E

Joint Parent Council meetings

“The act makes provision for the establishment of a combined PC covering two or more schools where this has the requisite consent of the majority of parents in each of the schools” - Scottish Schools (Parental Involvement) act 2006 Guidance Section E

<ul style="list-style-type: none"> • Head Teachers will attend a maximum of 4 formal meetings every year with each Parent Council. Any additional, formal meetings will be attended by the Depute Head Teacher who will represent the Head Teacher. • Outwith the formal meetings Parent Councils can hold other meetings and set up sub groups (e.g. to organise fund raising and functions, consultation responses etc.), which will not generally include the Head Teacher, but the sub groups will report back to the next formal Parent Council meeting. • Preferably, formal PC meetings should generally last no longer than 1.5 hours and finish no later than 9pm (the end of the school let is 9pm). • Preferably, meetings will be held Monday to Thursday and must be during term time. • Head Teachers in shared management schools will encourage and support Parent Councils to work together 	<ul style="list-style-type: none"> • Meeting dates should be agreed at the beginning of the year between Parent Councils and Head Teacher to avoid any clashes. • Parent Council meetings can be flexible and do not need to be held at the same time e.g. some meetings could be at the beginning or end of the school day. • Agenda needs to be focused and discussed with the Head Teacher at least five working days in advance of the meeting. It is recommended that AOB should be not be included as this does not give the Head Teacher a chance to prepare his / her advice. As an alternative, an agenda item could be topics for the next meeting. This would allow for time to prepare a response or for a speaker to be invited. Head Teachers cannot be expected to respond to any items that are raised at short notice. • It is suggested that, minutes should be shared with the Head Teacher before
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	<p>they are distributed to avoid any inaccurate information being sent out.</p> <ul style="list-style-type: none"> • Head Teachers should consider holding a meeting with the office bearers of the PCs of shared management schools to discuss sharing expectations and joint working. • Develop partnership working between Parent Councils if appropriate – they may choose to remain separate Parent Councils. • Consider the possibility of joint meetings for common issues e.g. formal meetings together (or regular contact between chairs of both PCs). • Consider whether to hold Parent Council meetings at alternate or neutral venues. • Parent Council constitutions may need to be reviewed depending on the decisions taken regarding Parent Councils working together.
<p>Parent Teacher meetings</p>	
<p>Where a HT is responsible for 2 or more schools, this should be managed within the 35 hour working week.</p> <p>Head Teachers will be responsible for organising parents evenings but are not always required to be present.</p>	<ul style="list-style-type: none"> • At least one senior manager must be present at parents’ evenings in order to support staff and parents • Parents’ evenings will be planned well in advance as part of schools sharing agreement • Parents’ evenings will be held Monday to Thursday during term time
<p>Accessibility - Managing expectations of parents and staff within shared management schools</p>	
<p>Head Teachers should have a regular presence in all shared management schools. This will be determined by the HT subject to local circumstances and the needs of pupils and staff.</p> <p>Head Teachers should be available by arrangement for the parents of shared management schools e.g. planned drop in sessions.</p> <p>Head Teachers must agree with staff, procedures that they will follow in different situations when the HT or DHT is not present e.g. pupil behaviour, meeting parents etc. Staff are empowered to make decisions and take action in line with the</p>	<ul style="list-style-type: none"> • Parents need to be aware of the change to availability of access to Senior Staff. Parents need to contact the school office to make appointments. • The Depute Head Teacher / Principal Teacher must be empowered to act in situations without constantly referring to the HT. • Parents should be made aware that they can contact the HT or DHT at the other partner school if necessary.

<p><i>Teaching Profession for the 21st Century (TP21) agreement.</i></p>	
<p>Events / Meetings / Engaging with community - Managing events / meetings within the working week</p>	
<p>There can be no expectation that Head Teachers (or other staff) will attend events/meetings not organised by the school.</p> <p>HT / DHT or representative will normally attend events/meetings organised by the school e.g. concerts, parent meetings, review meetings, other events etc.</p> <p>Where possible, a single meeting will be held with shared partners such as Educational Psychologist / Support for Learning Teacher</p> <p>Meetings/events to cover issues from all shared management schools. These should be planned well in advance to avoid clashes with other commitments.</p>	<ul style="list-style-type: none"> • Head Teachers should clarify what their role is re community events, be clear about the added value which their attendance will bring and look at alternative ways of engaging with groups such as <ul style="list-style-type: none"> ○ events/social functions organised by Parent Council ○ events organised by the community council ○ other community events ○ weekend (Friday-Sunday) and holiday events ○ Evening meetings – examine and decide if the meeting really needs to be in the evening and consider alternatives. ○ Consider meetings during and at the end of the school day (3.00pm).

FALKIRK COUNCIL: CHILDREN'S SERVICES

Agreed Term Dates for Session 2019-2020

<u>School Year</u>	<u>Term Dates</u>	<u>Days</u>	
		<u>Staff</u>	<u>Pupils</u>
Autumn Term Begins (Staff Only - Dev Day)	Monday 19 August 2019		
(Staff Only - Dev Day)	Tuesday 20 August 2019		
Autumn Term Begins (Pupils)	Wednesday 21 August 2019		
Autumn Term Ends	Friday 11 October 2019	39	37
Winter Term Begins (Staff Only - Dev Day)	Monday 21 October 2019		
Winter Term Begins (Pupils)	Tuesday 22 October 2019		
Winter Term Ends	Friday 20 December 2019	45	44
Spring Term Begins	Monday 06 January 2020		
Spring Term Ends	Friday 03 April 2020	63	62
Summer Term Begins	Monday 20 April 2020		
Summer Term Ends	Thursday 25 June 2020	48	47
		<u>195</u>	<u>190</u>

Term Time Public Holidays (4)

Monday 09 September 2019
 Friday 14 February 2020
 Monday 17 February 2020
 Monday 04 May 2020

Staff Development Days (5)

Monday 19 August 2019
 Tuesday 20 August 2019
 Monday 21 October 2019
 Tuesday 18 February 2020
 Friday 01 May 2020

Registration and enrolment

The date for registration of new school entrants is advertised in all local nurseries, the local press and on the council's website www.falkirk.gov.uk. It is normally in January each year. Pupils should be registered in only one school for their catchment area. Parents will be provided with information about the school, when they register their child.

Parents who want to send their child to a school other than the catchment school must make a placing request. Please refer to section four of this handbook for more information on placing requests.

Parents of pupils who have moved into the catchment area or, who wish their child to transfer to the school, should contact the school office for information.

Attendance and absence

It is the responsibility of parents of a child of school age to make sure that their child is educated. Most do this by sending their child to school regularly. Attendance is recorded twice a day, morning and afternoon.

Absence from school is recorded as 'authorised' i.e. it has been approved by the education authority, or as 'unauthorised' i.e. the absence remaining unexplained by the parent.

Please let the school know by letter, email to the school's generic address or phone if your child is likely to be absent. If there is no explanation from a child's parents / carers, the absence will be regarded as unauthorised.

Please make every effort to avoid family holidays during term time as this disrupts your child's education and reduces learning time. In certain extreme situations, the head teacher can approve absence from school for a family holiday for example, in traumatic domestic circumstances where the holiday would improve the cohesion and wellbeing of the family. Please discuss your plans with the head teacher before the holiday. If the head teacher does not give permission before the holiday, it will be recorded as unauthorised absence. The head teacher may also exercise discretion when a parent can prove that work commitments make a family holiday impossible during school holiday times. Normally, your employer will need to provide evidence of your work commitments. Absence approved by the head teacher on this basis is regarded as authorised absence.

Parents from minority ethnic and/or religious communities may request that their children be permitted to be absent from school to celebrate recognised religious and/or cultural events. Absence approved by the head teacher on this basis is regarded as authorised absence. Extended leave can also be granted on request for families returning to their country of origin for cultural or care reasons.

A supportive approach is taken to unexplained absence. However the education authority has legal powers to write to, interview or prosecute parents, or refer pupils to the Reporter to the Children's Panel.

School Dress Code

Parents are asked to co-operate with the school in encouraging their child to follow the school's dress code.

All schools have a dress code, which includes the school's policy on uniform. The wearing of uniform is encouraged as it helps to:

- develop a school community spirit
- improves school security by making non-pupils more easily identifiable
- allows pupils to be easily identified when out of the school, e.g. on trips
- enhances the school's reputation within the community; and
- minimises rivalry and bullying amongst pupils that can arise from, for example, the wearing of designer clothing.

The school's dress code has been agreed in consultation with parents, pupils, staff and the Parent Council. This consultation has ensured that the dress code meets the needs of the school community, allows pupils to participate in all aspects of school life and is age appropriate.

Uniform for the school can be ordered through the school office. The main order is placed in April but when necessary items can be ordered throughout the school session. Items available and the current price are as follows:

Sweatshirt £9.00

Polo Shirt £8.00

Fleece £12.50

Heavy Weight Reversible Jacket £22.00

Light Weight Reversible Jacket £16.00

Book Bags £5.00

Knitted Hat £4.95

Gym Kit in a Bag (t-shirt, shorts & bag) £10.00

Name Tapes (pack of 20) £3.00

The appropriate clothing and footwear for PE is a T-shirt, shorts and gym shoes with non-marking soles. These are necessary for health and safety reasons and your co-operation is requested to ensure that pupils are equipped to participate in the PE lessons.

Please ensure that all items of clothing are clearly labelled, particularly ties, sweat shirts and PE equipment, which are often lost. A protective apron or an old shirt should be worn for art and craft activities. Please help the school and the education authority by making sure that pupils do not bring valuable or expensive items of clothing to school.

In certain circumstances, appropriate clothing will be necessary for school activities for safety reasons, e.g. in games areas, science laboratories and technical workshops; this

extends to the wearing of suitable footwear and even, on occasion, to the length of pupils' hair and the wearing of jewellery and earrings.

Offensive clothing such as T-shirts or other items featuring inappropriate language or illustrations is not permitted. Football colours are also inappropriate as they can lead to incidents of rivalry.

If you have any queries regarding the school's dress code, please contact the Headteacher.

Breakfast Club

We offer a Breakfast Club from 8.15 till 9.00am, when pupils may have breakfast and take part in activities designed to promote personal and social development and study skills. Each session costs £1.45 to include the price of breakfast (or free to those with a free meal entitlement). See school website for more details.

Free School Meals and Clothing Grants

Some families may be eligible to apply to Falkirk Council for free school meals and / or a payment towards the cost of footwear and clothing.

You can get more information, and apply online at www.falkirk.gov.uk/fsm. You can also contact 01324 506999, or visit our One Stop Shops or the Advice and Support Hub.

At lunch times pupils must either go home for lunch, remain in school for a school meal or bring a packed lunch. They are not allowed to go to local shops. School meals are prepared daily in the school kitchen and served in the Dining Room. We operate a coloured band system whereby children select their meal from the menu in the morning and are given a band to identify their choice when they go to the dining room at lunchtime. Primary 4-7 pupils should pay for school lunches on a **Monday** morning for the whole week.

Pupils have the choice of;

'Meal Deal' Pupils are given a choice of two main dishes e.g. pasta, pizza, baked potatoes, curry etc and either soup or a piece of fruit, yoghurt or hot dessert. Salad and bread is always available to accompany their meal. Milk, water or fruit juice is available to drink.

or a

- **'Pic'n'Mix'** – Pupils can choose from a selection of food such as soup, sandwich, hot dog, toastie, cake, yoghurt or fresh fruit and fruit drinks, milk or water to drink

Copies of the menus are available on the school website, school app and Twitter.

Children should bring their lunch money on a Monday in a purse or wallet and parents of younger pupils are asked to include a note of which type of meal they are to have.

On educational excursions those pupils who receive free meals are entitled to a free packed lunch.

Pupils may also bring packed lunches and these are eaten in the lunch hall along with their peers who are having school lunches. All packed lunch boxes should be clearly labelled with the child's name and class. Drinks for packed lunches must be in plastic containers only (cartons are preferable) and these should be consumed in the Lunch Hall, not be taken out to the playground. Chilled water is available for drinking throughout the day and children may bring a **transparent** bottle to fill from the water cooler.

In the interests of safety, children staying for lunch are not allowed out of school grounds after finishing their meal.

To safeguard the health of pupils with severe allergies the school is a 'Nut Free Zone'. This means that no nuts, or foods / sweets containing nuts or nut products should be brought to school (e.g. in packed lunches). Examples of foods are Nuts (Peanuts, Brazil nuts, etc) Snickers Bars, Nutella, Muesli, Muesli Bars, Crunchy Nut Cornflakes, and Marzipan etc.

Healthy Snack Policy

Healthy Snack guidelines

- Children may eat snack at morning break or after lunch
- Children may bring **one** snack and /or **one** drink, for each break, as noted below.
- To support our policy we would ask parents to discourage their children from eating sweets during the day but, if parents wish children to have sweets or other snacks, these may only be eaten after lunch, in line with recommendations from the Dental Health Service.

We aim to encourage children to be more active at playtimes and spend less of the time eating. Parents will also have more control over their child's intake of fats, sugar and salt.

What children may eat for snack:

- A portion of fresh fruit (e.g. one apple, one orange, two small tangerines, a small bunch of grapes, or small portion of mixed fruits)
- Two plain biscuits e.g. rich tea, digestives, oatcakes, rice cakes, breadsticks etc
- A slice of wholemeal bread with low fat spread
- Small box of raisins
- 2 plain pancakes

NO: crisps, chocolate, sweets, cakes, nuts

What children may drink

- Plain or flavoured bottled water (up to 330ml bottle; plastic bottles only)

- Low sugar fruit drink to keep dental decay to a minimum

NO: Fizzy drinks; high sugar/ high energy drinks, highly coloured drinks. Milk should not be provided as a drink as we do not have facilities to keep it refrigerated.

Again, for safety reasons and to maintain a clean environment, chewing gum is not allowed in school.

Medically Prescribed Diets

Parents/Carers with a child/ren on a medically prescribed diet should contact the Headteacher in order to obtain and complete a prescribed diet referral form. The Schools Meals Service will only accommodate a child/ren with a medical referral supplied by their G.P.

School Clothing Grant

Falkirk Council can also provide assistance with the cost of school clothing and footwear.

Clothing grants are available for children who live in the Falkirk Council area and who are in compulsory education at any of our [primary](#), [special](#) or [secondary](#) schools. Pupils attending some special schools outside the area may also be eligible for this grant.

School clothing grants are not available to children attending [nursery schools](#), nursery classes or other pre-5 centres.

The School Clothing Grant is means tested. To be eligible, parents or guardians must meet one of the following criteria:

- In receipt of Income Support, or
- In receipt of Income-based Job Seekers Allowance, or
- In receipt of Income-related Employment and Support Allowance, or
- In receipt of Child Tax Credit only with a gross annual income below £16,105, or
- In receipt of Child Tax Credit and Working Tax Credit with a gross annual income below £16,105

Payments are paid directly into the parent or guardian's bank account.

Travel to and from School

Parents should remind their child(ren) that, in the interests of safety, good behaviour is expected from all pupils travelling on school transport.

Children should be reminded by parents that, wherever possible, they should only cross the road where there is a crossing patrol and should exercise care on walking to and from school.

Parents are requested, when dropping off/collecting children from school that they do not park near the pedestrian exit or in any location which causes an obstruction and they take care not to restrict the view of the school crossing patrol.

Transport for Primary and Secondary School Children (Excluding Placing Requests)

Free school transport is provided to and from your home address to your child's catchment school if they are distance entitled. Falkirk Council operate a more generous distance entitlement policy than required by law.

Distance entitled children are:

- ✓ All children under 8 years of age who live one mile or over from their catchment school by the nearest available safe walking route*.
- ✓ All children 8 years of age or over who live two miles or over from their catchment school by the nearest available safe walking route*.

*Note – a “safe walking route” assumes that the pupil is accompanied by a responsible adult.

Concessions, details of times of operation, criteria and application forms are available from the Transport Planning Unit within Falkirk Council. Tel: 01324 504724 / 504966.

Pickup points

Where home to school transport is provided, some pupils will require to walk a reasonable distance from home to the transport pick-up point but this should not exceed the authority's agreed limit of 1 mile.

It is the parent's responsibility to make sure that their child arrives at the pickup point on time and behaves in a safe and acceptable manner while boarding, travelling in and leaving the vehicle. Children who misbehave can lose their right to home to school transport.

General Supervision

Before school begins supervision is very limited, therefore pupils should not arrive at school until as near to the school start time as possible.

During intervals school helpers supervise the children. In addition the Headteacher and Janitor are on call to cope with any difficulties which may arise. There is always access to the building and the children are made aware of this. For further information on these arrangements, please contact the school.

School security

Falkirk Council has introduced procedures to ensure the safety and security of pupils and staff when attending or working in a school. We use a number of security measures including a visitors' book, badges and escorts, while visitors are within the school building. Normally, anyone calling at a school for any reason will be asked to report to

the school office. The school staff then can make the necessary arrangements for the visit.

Wet Weather Arrangements

In wet weather pupils are allowed into school during breaks and at lunchtime. However, as supervision during these periods is limited, it is especially important that they exercise good behaviour.

Parents' Meetings

Our School offers opportunities for parents to discuss their child's progress with teachers through arranged meetings. At Grange Primary we meet with parents at least twice a year. Over and above these set arrangements, parents are welcome to contact the school at any time to ask for information or to request a meeting. Please see section two of this handbook for more details on home / school partnership.

Communication with Home

From time to time you will receive important and routine communications from the school via variety of methods (email, group call, social media etc.). Parents are also encouraged to check their child's schoolbag for these communications. Enquiries of any kind should be addressed to the Head Teacher in the first instance.

Unexpected Closures

Most closures will be notified to you in writing, in advance, but there are occasions when the children may be dismissed early without warning, e.g. as a result of power cuts or severe weather. In the event of an early school closure please ensure that your child knows where to go if you are not usually at home during the day. To help us keep you informed it is important that you make sure we have the most up to date emergency contact information for your family. We will keep in touch using text messaging, via the Falkirk Council website or via information broadcast on Central FM.

Mobile devices

Parents provide their children with mobile devices for a variety of reasons, including supporting learning and for personal safety. It is the right of parents to allow their child to have a personal mobile device in school. However, if devices are brought to school there must be a clear understanding that the individual pupil is responsible for the care and usage of their device(s). Children must keep the mobile phone in their school bags during school hours with it switched off. The school cannot be held responsible for loss or damage.

Education establishments develop their own mobile device policies in consultation with pupils, parents and staff. For more information on this topic, please contact your child's school.

ICT Acceptable Use Policy

Falkirk Council Children's Services recognises that access to Information and Communications Technology (ICT) equipment and services helps young people to learn

and develop skills that will prepare them for work, life and citizenship in the 21st Century.

To support this, we provide resources for pupils and staff to use. The Children's Services ICT Acceptable Use Policy (AUP) outlines the guidelines and behaviours that pupils are expected to follow when using school equipment or when using personally-owned mobile devices in Falkirk Council establishments. The purpose of this is to protect young people online and to protect the Council's network and equipment. The ICT Acceptable Use Policy (AUP) will be issued by the school for both parent(s) and pupil(s) to sign.

Equality

The council is required to work towards advancing equality of opportunity for all people and to foster good relations between people. The council is committed to eliminating discrimination on the grounds of race, sex, disability, sexual orientation, religion/belief, age, marriage or civil partnership, transgender status, pregnancy/maternity or poverty.

Children's Services has a range of policies and procedures to address equalities issues specific to education to enable us to fulfil these duties. In addition to this all education establishments have a responsibility to report incidents of prejudice-based bullying.

English as an Additional Language

The Council provides a support service of teachers of English as an additional language. The teachers visit schools to work with those bilingual pupils who require assistance in developing English language skills.

Compliments, Enquiries and Complaints Procedure

Falkirk Council Children's Services would like you to be completely satisfied with your child's education. We encourage feedback on our services from parents, pupils and members of the public. We are interested in feedback of all kinds, whether it be compliments, enquiries or complaints.

Sometimes, parents/carers may feel that the services provided are not what they wished for and they may wish to complain. If you have a complaint about the service provided by the school, please let us know.

How do I complain?

Complaints can be made to schools in writing, by email, on the telephone, in person or by using the Falkirk Council online complaints form on the website.

Who do I complain to?

Parents must first consult the school regarding their complaint.

What happens with my complaint?

All complaints will now be logged confidentially on our Customer First online complaints handling system. They will be monitored exclusively by each school and Children's Services staff at Sealock House to ensure any response is within the timescales. This system will enable us to learn from complaints to prevent similar issues arising in future.

We will deal with your complaint confidentially and as quickly as possible. If we have made a mistake we will apologise and try to put things right.

How long will it take until I get a reply?

Our aim is to respond within 5 working days to front line complaints, (Stage 1) although issues can sometimes be complex and the school may need time to investigate them.

What happens next?

If your complaint has not been satisfactorily resolved by the school, it may be eligible for consideration at the second, investigation stage by Children's Services headquarters at Sealock House. Complaints will not be considered by Children's Services unless they have been first reported to the school – unless there are exceptional circumstances. Our aim is to respond to second stage complaints within 20 working days.

Who else can help?

If you remain dissatisfied after the second, investigation stage, you can raise the matter with the Scottish Public Services Ombudsman
<https://www.spsso.org.uk/complain/form/start/>

You should also be aware that you have the right to raise concerns with your local Councillor, MSP or MP.

What else do I need to know?

Please note that schools can only respond to complaints about a service that they or Falkirk Council provides or a service we have contracted from a third party. The Council's complaints handling procedure sets a time limit for making a complaint of six months from when the customer first knew of the problem. You can find out more about the Council's Complaint Procedure from the Falkirk Council website - <http://www.falkirk.gov.uk/contact-us/complaints/>

School Health Service

NHS Forth Valley has a statutory obligation to provide a health service for all school age children in Falkirk District. The aim of the service is to make sure that all children, throughout their school years, are in the best possible health to benefit from their education

The Public Health Nursing Team for Schools offer health assessments and reviews, health screening and deliver school based immunisation programmes. The team comprises of Public Health Nurses (Specialist Practitioner), Registered Nurses and Healthcare Assistants who are based in a local Health Centre and work over a number of schools in the area.

Pupils, parents/carers can request a health appointment at any time. Other health professionals and teaching staff can also request a health appointment for the child or young person with parental and or young person's consent.

Health reviews will take place as necessary involving a parent questionnaire, a check of health records and if required screening of growth and vision.

- Health screening – All children in primary one and at other selected stages will be seen to have their growth and vision checked
- Immunisations – Secondary school pupils are offered immunisations. At the appropriate time information booklets and consent forms will be issued.
- Health Education – The Public Health Nursing Team has an important role in encouraging health lifestyles, working closely with teaching staff, pupils, parents/carers and the community.

The School Doctor (Community Paediatrician) may also offer appointments to children who have a significant ongoing medical or developmental condition affecting their education. School staff and parents can request a consultation with the School Doctor at any time.

The School Health Service can be contacted on – 01786 434059

The Public Dental Service carries out dental inspections in Primary 1 and Primary 7 and can help access dental services for those children who are not registered with a Dentist.

Infectious Diseases

Colds, flu and gastroenteritis are the most common infections affecting children of school age. It is important that you keep your child off school in the early stages of flu and while they still have diarrhoea.

It is also important that your child understands how to prevent picking up and spreading such infections. You will be able to get further advice about good health from staff in your Health Centre or GP Practice.

For advice about early detection and treatment for other infectious diseases e.g. chickenpox and mumps, please consult your GP or Nurse.

Head Lice

Head lice are spread through head to head contact at home, while playing or in school.

Regular wet combing of your child's hair using a head lice detection comb is the best way to catch this possible problem at an early stage.

The only way to be sure that your child has head lice is to find a live louse. If you find live lice, get the correct lotion from your doctor, health visitor or pharmacist. Shampoos and other treatments are not effective.

One treatment is two applications of the treatment lotion, seven days apart. If this is not followed then re-infection is likely.

Advise family members and close friends that your child has head lice and that they should check their own hair. Only treat if live lice are found. Don't be shy about advising others of this possible problem because you would likely tell family and friends about other infections which might affect them.

Regular wet combing of your child's hair with the head lice detector comb is the best protection as it allows you to detect the condition and treat it speedily.

Further advice can be obtained from the Health Board head lice leaflet which is available in all schools and health centres. Children's Services leaflet 'Frequently Asked Questions', which is also available in schools.

If you would like to discuss your particular concerns, you could speak to:

Infection Control Service
Forth Valley Royal Hospital
Stirling Road
Larbert
FK5 4WR
01324 567490 / 01324 567679

Clinics

From time to time some children are asked to attend clinics (eye clinics, dentist, doctor, etc). Please inform the school of these visits and arrange for your child to be collected if he/she must leave school to attend the clinic.

No child will be allowed away from school during school hours unless accompanied by a responsible adult or unless written permission to do so has been given by the parent.

Children's Services will make a decision on whether or not an investigation is necessary and will advise accordingly.

Medicine Administration

The administration of medicines prescribed by a family doctor is undertaken at the discretion of the Headteacher but schools are generally happy to co-operate with parents in doing so. In order to safeguard the health and safety of children, procedures are drawn up by Falkirk Council Children's Services.

When a child is prescribed medication by a doctor or a dentist and parents require the school to administer this, the relevant request Form should be completed. The MED 1 Form requires parents to deliver the medication to schools for administration by school staff. MED 4 Form permits pupils to carry and administer medication themselves e.g. inhalers. Prescribed medication should be clearly marked with your child's name, the date prescribed, how often it has to be taken and for how long.

Falkirk Council liability insurance does not provide indemnity to employees for administering non-prescribed medicines.

For medical appointments during school hours, please notify the school by letter and collect your child from the school.

Insurance Cover for School Children

Public Liability

Personal Injury

Falkirk Council has in force a Public Liability policy which operates in respect of claims for injury to any school child whilst in the control of the Council or employees, however the onus is on the claimant to prove that the Council have been legally negligent.

Pupil's Property

Each session, unfortunately but inevitably, pupil's property is lost, damaged or stolen from school. Parents are therefore discouraged from allowing their children to carry expensive items of personal belongings to the school and are reminded that a standard household policy can be extended to provide a degree of cover for personal items taken away from the home. Falkirk Council are not legally responsible for lost, damaged or stolen items unless specifically entrusted to a staff member.

Any claim made for loss or damage to the property left in the care of the school will have to be submitted, in the first instance to Children's Services, and the claim will only be settled if it is shown that the Council can be held legally liable for the loss.

Personal Accident Cover – Educational Excursions

The Council has in force personal accident cover for school children under which compensation is payable in the circumstances below, irrespective of legal liability.

1. Death	£30,000
2. Permanent Total/Partial Disablement	up to £30,000

The insurance applies to any activities involving a journey outside the premises of the School – both in the UK and overseas – organised by the school/Council.

Section Two – Parental Involvement in the School

Parents Welcome

All Falkirk Council schools welcome and encourage parental involvement and engagement. Research has shown that when parents are involved children do better in school.

Parents are our most important partners in ensuring an effective education for your child. Parents are their child's first teacher, and you will continue to support them in life-long learning, long after they leave school.

In Grange Primary we operate an open door policy. We employ a range of strategies to ensure Parents are kept informed about their child(ren)'s education and Wellbeing e.g. Parents' Evenings, School Assemblies and Events, Classroom visits, School Website, monthly newsletters, termly class newsletters, Class Dojo, Twitter, emails, letters, telephone calls, Text messages, e-mail etc.



Parentzone Scotland is a unique website for parents and carers in Scotland, from early years to beyond school. The website provides up-to-date information about learning in Scotland, and practical advice and ideas to support children's learning at home in literacy, numeracy, health and wellbeing and science. Information is also available on Parentzone Scotland regarding additional support needs, how parents can get involved in their child's school and education. Furthermore, the website has details about schools including performance data for school leavers from S4-S6; and links to the national, and local authority and school level data on the achievement of Curriculum for Excellence levels. Parentzone Scotland can be accessed at <https://education.gov.scot/parentzone>.



Information and advice on education and learning for parents in Scotland

Be at the heart of your child's learning . . .



Sign up to receive our Parents and Carers e-bulletins for the latest developments in Scottish education.

edscot.org.uk/p/LQE-39I/subscribe

Email: enquiries@educationscotland.gsi.gov.uk

education.gov.scot/parentzone



Parental Involvement

We encourage parents to become involved in all aspects of their child(ren)'s education by promoting a strong home school partnership. We have an active homework approach which allows parents and pupils to work together to develop understanding of the area of the curriculum currently being studied in class. Work wallets are sent home on a monthly basis focussing on a key area of the curriculum. Parents are invited to comment on their children's work and suggest areas of improvement. Regular information sessions or workshops are held to keep parents informed about key developments and their role in supporting their child.

Throughout the session we actively seek opportunities, e.g. family learning nights, open days, parent/pupil sporting events, to encourage parents to engage in a wide range of curricular experiences. This enables them to understand their child's learning journey.

Parents' views are important to us as they help us to take forward and improve our school. We employ a range of methods of collecting parental views such as questionnaires, drop in sessions, graffiti walls at events, feedback forms, parent groups etc.

Parent Councils

Parents are welcomed to be:

- involved with their child's education and learning;
- be active participants in the life of the school; and
- express their views on school education generally and work in partnership with the school.

All parents / carers are automatically members of the Parent Forum at this school. As a member of the Parent Forum all parents can expect to –

- receive information about the school and its activities;
- hear about what partnership with parents means in our school;
- be invited to be involved in ways and times that suit you;
- identify issues you want the Parent Council to work on with the school;
- be asked your opinion by the Parent Council on issues relating to the school and the education it provides;
- work in collaboratively with the school; and
- enjoy taking part in the life of the school in whatever way possible.

Parent Councils are the formal representative body for parents / carers with children attending school. Parent Councils are different in each school to enable them to meet the needs of parents / carers locally.

The Parent Forum decides how their representatives on the Parent Council are chosen and how the Parent Council operates. Parents / carers are encouraged to volunteer or put themselves forward to be chosen as representatives of the Parent Council if they wish.

The main aims of the Parent Council are:

- To support and work collaboratively with the school in its work with pupils
- To seek and represent the views of parents
- To promote contact between the school, parents, pupils, providers of nursery education and the community
- To report to the Parent Forum
- To be involved in the appointment of senior promoted staff in the school.
- To raise funds for the school for the benefit of pupils (in some schools the PTA/PA fulfils this role).

The Chair of the Parent Council is Craig Purves who can be contacted at grangeprimaryschool@falkirk.gov.uk

For more information on parental involvement and engagement or to find out about parents as partners in their children's learning, please contact the school or visit the Parentzone website at <https://www.education.gov.scot/parentzone/>

Pupil Groups

At the beginning of the session all pupils from Primaries 1 to 7 choose pupils to represent their class on the School's Pupil Council, Sports' Council and Sustainability Groups. The groups meet regularly to discuss issues of relevance to pupils and specific school issues. Regular assemblies are held by the groups to share their learning or to promote new initiatives.

School Ethos

Grange Primary supports the values, purposes and principles of Curriculum for Excellence which are Wisdom, Justice, Compassion and Integrity. We also include our school specific values of Kindness, Respect and Commitment.

These values are the basis for the way all staff, parents and pupils should be treated at Grange Primary.

We aim to create a positive ethos in our school where:-

- Pupils and staff work together in a welcoming, supportive, secure, inspiring environment where everyone is valued equally.
- Mutual respect is shown to all.
- Respect is demonstrated towards the environment.
- Children are encouraged to work to the best of their ability and are supported in their development so that they feel a sense of achievement in line with Falkirk Council's Learning to Achieve Policy.
- An open door policy is promoted for Parents/Carers and members of the community.

Achievement

Personal achievement both in and out of school is celebrated at Grange Primary in a number of ways.

- Achievements are recorded by class teachers.

- Achievements are recorded by pupils in their Assessment Jotters
- Pupil photographs are taken and displayed on the achievement wall
- Pupils are awarded with achievement certificates at assemblies.
- Parents are invited to share in their child's achievements at the assemblies

Our Vision Statement

Our children, parents, staff and community partners will work together to promote a culture of respect, ambition and life-long learning within a physically, emotionally, morally, socially and nurturing environment to realise their full potential.

We encourage our pupils to be:-

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

We can only achieve this vision if we work together in partnership with parents and the wider community.

School Motto

To reinforce our vision we promote our school motto.



Grange Primary School values community involvement. We have active links with local businesses. Partnerships with local organisations and community groups are well established and we are always seeking to develop this further. We work closely with Active Schools to provide opportunities to engage in a wide range of sporting activities.

Development of Pupils' mental, social and emotional wellbeing

The school is committed to supporting the development of its pupils as whole people and as a result, wishes to encourage their holistic wellbeing.

Mental, social and emotional wellbeing is supported in the following ways;

- Creating a school ethos which, in every way possible, gives value to these aspects of development, especially by providing an overall atmosphere that is both caring and challenging and which provides opportunities for exercising rights and responsibility.
- Ensuring that staff and adults in the school acts as positive models for pupils.
- Providing opportunities for members of the school community to come together as a whole to reinforce common values.

- Providing rich opportunities across all areas of the curriculum to develop mental, social and emotional wellbeing.
- Taking every opportunity within the curriculum and across the under work of the school to celebrate diversity and promote equality.

Pupil Conduct

A partnership between the school and family is necessary to ensure the best possible standards of pupil conduct.

Pupils are expected to set themselves high standards in appearance and behaviour. School rules are devised to encourage the maximum amount of self-discipline. The rules make clear what is expected of pupils, and how they are required to behave. The general aim is to produce an atmosphere of friendly co-operation, encouraging respect and consideration for other persons and for property. A behavioural agreement is included in the School Enrolment Form that parents complete when enrolling their child(ren).

Pupils are expected to set themselves high standards in appearance and behaviour. School rules are devised to encourage the maximum amount of self-discipline. The rules make clear what is expected of pupils, and how they are required to behave. We follow a programme called 'Cool in School' which supports children in developing resilience and gives them strategies to use should there be any conflict. The general aim is to produce an atmosphere of friendly co-operation, encouraging respect and consideration for other persons and for property.

The following 'Golden Rules' are the basis of our behaviour policy:

- We are gentle – we do not hurt others
- We are kind and helpful –we don't hurt others' feelings
- We work hard –we don't waste our or others' time
- We look after property – we do not waste or damage things
- We listen – we do not interrupt
- We are honest – we do not cover up the truth

Cool in School Strategies

We encourage pupils to become resilient and to use strategies to manage their behaviour

- Use my hand shield
- Turn my back and ignore
- Tell an adult/friend
- 3 chance warning
- Use a cool voice
- Use cool bodies
- Say sorry
- Be able to say why you're upset

Restorative Approach To Bullying Behaviour

Whilst many believe that children who display bullying behaviour should be punished, it is widely accepted that this type of response can at times be ineffective, and make the situation worse.

The adoption of restorative approaches is evidenced to be a more effective response than traditional methods. Pupils are given the opportunity to accept responsibility for their actions, recognise the harm done and are supported to find restorative responses to the harm they have caused.

There are times where sanctions are appropriate; exclusion is seen as a last resort and carried out when incidents fall within the legislation criteria.

Falkirk Council has a responsibility to provide an education for all pupils and to challenge and address bullying behaviour. Whilst appropriate action will be taken by the school, it is also important that all parent/carers, work with the school to resolve any issues in the best interests of their child or young person.

We aim to develop high self-esteem and feelings of self-worth in all our pupils. To do this we use a range of strategies including:

- Recognising good work, behaviour and achievements
- Awarding house points and golden tokens
- Giving pupils responsibilities in school
- Awarding Golden Time
- Offering reward events
- Awarding annual prizes
- Publicly recognising achievements at assemblies, school newsletter and local press

For more information please refer to our Positive Behaviour Management Policy on our school website.

Here are some comments made by our Parents/ Carers and pupils about what they think we do well in Grange Primary to promote a positive ethos.

Parents/Carers say...

The open afternoons are informative and relevant.

The staff encourage independence in my child.

I have a good idea on how to help my child at home.

The school is a very relaxed and happy environment.

The staff are very helpful, friendly and down to earth.

The staff are very approachable and are generous with their time.

The school provides a wide range of after school activities

Pupils say...

Outdoor learning and den building is what I love best.

The 'Have a Go Day' is great fun and I try out things I've never done before.

I like my school because I like to learn and people are nice and kind and I have lots of friends in Grange Primary School

I love being part of the cross country and basketball team.

I feel special when I get a certificate at the achievement assembly.

The Fischy Music concert was brilliant. 😊

Section Three – School Curriculum

Curriculum for Excellence

Bringing **learning to life** and **life to learning**

Curriculum for Excellence has now been introduced across Scotland for all 3-18 year olds – wherever they learn. It aims to **raise standards**, prepare our children for a future they do not yet know and equip them for jobs of tomorrow in a fast changing world.

Glow, Scotland's unique, world leading, online network supports learners and teachers and plans are already in place for parents across the country to have access to Glow. Parents should ask the school how to arrange access to Glow and a user name and password will be issued.

Teachers and practitioners will share information to plan a child's 'learning journey' from 3-18, helping their progression from nursery to primary, primary to secondary and beyond, ensuring each transition is smooth. They'll ensure children continue to work at a pace they can cope with and with challenge they can thrive on.

Curriculum for Excellence balances the importance of **knowledge** and **skills**. Every child is entitled to a **broad and deep** general education, whatever their level and ability. Every single teacher and practitioner will be responsible for the development of **literacy and numeracy and health and wellbeing** from Early Level through to Senior Phase.

It develops **skills** for learning, life and work, bringing real life into the classroom, making learning relevant and helping young people apply lessons to their life beyond the classroom. It links **knowledge** in one subject area to another helping make connections in their learning. It develops skills which can enable children to think for themselves, make sound judgements, challenge, enquire and find solutions.

There are a variety of ways **assessing progress** and ensuring children and young people achieve their potential. This includes teachers' professional judgement, Scottish National Assessment and national qualifications.

There is an entitlement to personal **support** to help young people fulfil their potential and make the most of their opportunities with **additional support** wherever that's needed. There is an emphasis by all staff on looking after our children's **health and wellbeing** – to ensure that the school is a place where children feel safe and secure.

Ultimately, Curriculum for Excellence aims to improve our children's life chances, to nurture **successful** learners, **confident** individuals, **effective** contributors, and **responsible** citizens, building on Scotland's reputation for great education.

Learning to Achieve – is our core educational policy. It describes in detail how Curriculum for Excellence will be delivered in our educational establishments. We use **Learning to Achieve** along with the national guidance to monitor, develop and improve outcomes for children and young people.

In Grange Primary School the curriculum is developed through:

Literacy

Literacy provides the pupils with the skills they need for lifelong learning. We ensure pupils have a wide range of experiences to develop their skills in reading, writing, listening and talking. We actively promote Scots language, culture and heritage. All pupils study French and in addition our senior pupils experience Spanish.

Numeracy

From Nursery onwards pupils will experience success in mathematics and develop the confidence to take risks, ask questions and explore alternative solutions without fear of being wrong. Pupils will explore and apply mathematical concepts to understand and solve problems, explaining their thinking and presenting their solution in a variety of ways. At all stages an emphasis on collaborative learning will encourage pupils to reason logically and creatively through discussion of mathematical ideas and concepts.

Social Studies

This area of the curriculum encompasses:

- People, Past Events and Societies
- People, Place and Environment
- People in society, Economy and Business

Pupils undertake investigations to develop their knowledge and understanding of the world. Effective learning and teaching will draw upon a range of approaches including, active, collaborative, independent, interdisciplinary and outdoor learning.

Technologies

We provide pupils with opportunities to develop technological skills, knowledge understanding and attributes through creative, practical and work related activities. Being skilled in using ICT is essential if pupils are to be effective contributors able to communicate and interact on a global scale.

Sciences

In the sciences pupils are encouraged to develop their interest in, and understanding of, the living, material and physical world. They are provided with opportunities to engage in a range of collaborative, investigative tasks to help them develop into creative, inventive and enterprising adults.

Expressive Arts

To ensure our pupils develop as well rounded individuals we promote skills and interests in all aspects of Expressive Arts. Visiting specialists and class teachers work together to develop pupils' knowledge, skills and understanding of the world. Pupils are encouraged to express their ideas creatively and imaginatively through music, art and design, dance and drama.

Health & Wellbeing

In health and wellbeing we work to ensure that pupils are given the knowledge, understanding, skills and positive attitudes they need to grow into healthy, well-adjusted adults.

Religious and Moral Education

We aim to develop pupils' knowledge of Christianity and other world religions. Pupils learn to appreciate and respect the values of their own and other cultures and to develop their own beliefs, attitudes, moral values and practices through personal search, discovery and evaluation.

The School Chaplain, visits the school occasionally and shares responsibility with classes for leading some assemblies. Families and friends are always invited to join us at class led assemblies and our End of Term Services, usually held in our school hall.

Every school is encouraged to offer as wide a range of sporting and cultural activities as possible. In this context, the Authority provides a degree of financial and administrative support for leagues, competitions, festivals and similar events but it is recognised that, again, the help of parents and the community is irreplaceable. Quite separately, the Council also undertakes to organise and administer certain events and many schools take part in these.

Please contact the headteacher if you would like any further information about the curriculum within our school.

For more information about Curriculum for Excellence please refer to Falkirk Council's Website www.falkirk.gov.uk or Education Scotland <https://education.gov.scot/>

Active Learning

Curriculum for Excellence emphasises the value of an active learning approach. Active learning is engagement of the brain whilst participating in learning opportunities. In the early years, children will have a range of learning experiences that include planned and purposeful play and stimulating learning which engages and challenges children's thinking using real life and imaginary situations. As children progress through school they continue to be involved in active learning experiences which give them ownership of their own learning, encourage co-operative working and utilise skills required for learning, life and work.

Planning Children's and Young People's Learning

Practitioners use a variety of approaches to make use that pupils understand the purpose of their learning and are clear about how to be successful. A variety of planning approaches are used to ensure that experiences are progressive, skills – focused and meet pupils learning needs. Often individual's targets help pupils to assess their own learning.

In Grange Primary we encourage pupils to take ownership of their learning. They regularly contribute to planning and have input on how the plan will be taken forward to provide varied, stimulating learning experiences. Pupils, in consultation with Teachers and Parents identify and set their own targets in their Assessment Jotter and are part of the ongoing evaluation process.

Learning at Home

The school's homework policy can be found here www.grange.falkirk.sch.uk
Practitioners provide home learning activities to support reinforcement of learning or to encourage pupils to apply learning in different ways, often in real life situations.

Parents are encouraged to get involved in home learning tasks. This helps parents keep up-to-date about learning in class and promote positive learning partnerships. The school encourages parents to sign each homework task.

Care of Books / Materials

To enable us to provide the best possible education for your child, every care should be taken to look after the school's resources and facilities. Parents are asked to remind their child(ren) that all school equipment and fittings should be used with care.

Books and learning resources which are lost or destroyed must be paid for, either wholly or in part, depending on the age of the book. Any loss of school or Council property should be reported immediately to the school.

Sensitive Aspects of Learning

Parents will be informed by letter when sensitive aspects of the curriculum will be covered in class. They will have the opportunity to discuss concerns they may have and if appropriate withdraw their child from the lesson.

Religious Instruction and Observance

Religious Instruction

Schools have a statutory duty to provide Religious Instruction in the timetable. This aims to promote a knowledge of the Christian and other faiths, and encourage children and young people to develop enquiring minds through investigating spiritual, moral and philosophical issues.

Religious Instruction may include visits to local places of worship, and/or visits from representatives of places of worship. This helps children and young people to develop

knowledge and understanding of faiths, especially those with which they are less familiar.

Ultimately, pupils in the upper secondary school can gain a qualification through the study of Religious, Moral and Philosophical Studies at Higher and Advanced Higher Levels. These courses further develop young people's skills in logical thinking, methodical enquiry and ways of expressing ideas effectively.

Religious Observance/Time for Reflection

Religious Observance, which may take the form of a Time for Reflection, is held at least six times a year, in addition to traditional celebrations central to the life of the school community. Religious Observance will often (but not necessarily) take the form of an assembly.

Withdrawal from Religious Instruction and Religious Observance/Time for Reflection

Parents who wish to exercise their right to withdraw their child from religious instruction and/or observance are encouraged to discuss initially their intention with the Headteacher to enable them to make a fully informed decision. Parents who wish to proceed thereafter to withdraw their child(ren) should notify the Headteacher in writing. This is so that alternative educational activities can be planned for their child(ren) during times of Religious Instruction and/or Observance.

Extra-Curricular Activities

Every school is encouraged to offer as wide a range of sporting and cultural activities as possible. In this context, the Authority provides a degree of financial and administrative support for leagues, competitions, festivals and similar events but it is recognised that, again, the help of parents and the community is irreplaceable. Quite separately, the Council and / or Falkirk Community Trust and other partner organisations also undertake to organise and administer certain events and many schools take part in these.

There is a range of extracurricular activities available for pupils during lunchtime and after school. Parents will be informed about these by the school. In addition to in-school activities, classes also make regular educational visits and field studies. Wherever possible, these visits are linked to pupils' class work.

All activities are supervised by members of staff, and many schools have a study support co-ordinator whose job it is to plan and oversee the extra-curricular programme of activities. Where participation involves children travelling or staying late after school, written permission for children taking part is required from parents.

Facilities for Physical Education and Outdoor Activities

The gym hall has a variety of apparatus for physical education within the school. As part of the school's physical education programme, pupils may also use the facilities of the local sports complex, swimming pool or athletics stadium.

Active Schools

Active Schools are now part of Falkirk Community Trust. Active Schools aims to provide more and higher quality opportunities to take part in sport and physical activity before, during lunchtime and after school, to develop effective pathways between schools and sports clubs in the local community.

Active School co-ordinators work with primary, secondary and additional support needs schools to increase the number and diversity of children and young people participating in Active Schools activities. In Falkirk there are 8 cluster schools that co-ordinators work with to provide clubs, events and coach education training, For further information please contact 01324 590952.

www.falkirkcommunitytrust.org/sport/active-schools

Assessment and Reporting

- Effective assessment practice within schools and establishments includes:
 - Learner involvement in setting personal targets and next steps
 - On-going self-evaluation by learners, staff and school leaders
 - Identification of strengths and next steps
 - A range of approaches to assessment
 - A variety of evidence gathered informally on a day to day basis or formally at certain points throughout the school year
 - Consideration of data analysis and performance information
 - Moderation of standards using Education Scotland Benchmarks
- Achievement of a Level & Scottish National Standardised Assessments (SNSA):

Learner's progress is defined within the following levels:

Level	Stage
Early	Pre-school and P1 however may be later for some
First	To the end of P4 however may be earlier or later for some
Second	To the end of P7 however may be earlier or later for some
Third & Fourth	S1 – S3 however this may be earlier for some
Senior Phase	S4-S6 and college or other means of study

Achievement of a level means that the learner has achieved a breadth of learning across the curriculum area and has met the appropriate benchmarks; that they have responded consistently well to the level of challenge in their learning and can apply what they have learned in new and unfamiliar situation.

From August 2017, National standardised assessments have been introduced to all schools across Scotland in aspects of reading, writing and numeracy, for all learners in P1, P4, P7 and S3.

These assessments sit alongside a wide range of other evidence including ongoing classroom assessment of all aspects of literacy and numeracy. They cannot be used alone to confirm judgements of achievement of a level.

- Within schools and establishments, finding out about your child's progress includes:
 - Attending parents' information evenings
 - Discussing progress with teacher staff and school leaders by appointment
 - Attend open evenings/afternoons including "meet the teacher" events
 - Reading learning logs or diaries (which usually invite parents/carers to comment)
 - Social media updates from staff and/or the school

Further information about what data is collected about your child is given in section 5 of this handbook.

Section Four – Support for Pupils

Getting It Right For Every Child (GIRFEC)

Taking care of our children's well-being and making sure they are alright - even before they are born - helps us ensure the most positive outcomes for them later in life. It gives them the potential to grow up ready to succeed and play their part in society.

Getting it Right for Every Children (GIRFEC) is the Scottish Government's approach to improve children's services. The wellbeing of all children and young people is at the heart of GIRFEC. Services must work together with children, young people and their families to provide quick and effective support when it is needed

Wellbeing

The Getting it Right approach looks at eight areas of 'well-being'. These are recognised as areas in which children and young people need to progress in order to do well now and in the future. They allow those responsible for the care and support of children - including members of their own families - to look at a situation in a structured way that will help them identify any needs and concerns and plan with the child and family any action they need to take. The eight well-being indicators are:

- Safe
- Healthy
- Achieving
- Nurtured
- Active
- Responsible
- Respected
- Included

The approach gives them a common language and a way to gather information about a child's world, making sure the child is growing and developing, and has everything they need from the people who look after them both at home and in the wider community. It also encourages practitioners to think about who else might need to be involved (for example a teacher might need to contact other professionals to make sure that an education plan with the child and family is meeting all the child's needs).

Role of Named Person

All children and young people are entitled to access help or support from the Named Person no matter where they live or how old they are (up to eighteen years). It ensures they have the confidence to know that information, advice or support is there if and when they need it. The Named Person is therefore the identified point of contact.

The role is generally carried out by a Health Visitor for pre-school children or a promoted teacher for children and young people enrolled at school. It is an integral part of existing roles and responsibilities, working within universal services.

The Named Person is also available to other practitioners who may have concerns about the wellbeing of a child or young person which cannot be addressed within their own services. Consent to share information, whether being shared with or by the

Named Person, will always be obtained and meaningful discussion will take place with families to ensure the right support is offered. The exception to this would be if child protection concern is identified and there is a risk to the child or young person. When the Named Person is not available, another member of staff in school will be able to help. During school holidays an officer from Children's Services Headquarters will provide the required advice and support.

Family Support Service

Across Falkirk there are a number of services who can support children, Young people and their families from early intervention to more intensive support. The main aim of these services is to increase the wellbeing of young people and their families.

Children, young people and their parents may require additional support at different times in their life e.g. following a bereavement, illness, transition, when experiencing anxiety, behaviour issues, during or after changes in family circumstances. Support is tailored to meet the individual needs of children & families, when they need it and as locally as possible.

Individual or group work can be delivered in school, home or in the community. A request for support can be made through a member of school staff (named person) who will be able to talk with you, gather information & your family's views. This helps identify the most appropriate service. Family Support services work in partnership with families, schools and other agencies to support young people's wellbeing.

Protecting Children and Young People

All children have a right to be protected from harm, abuse and neglect. The vision of the Forth Valley Child Protection Committee is that "It's everyone's job to make sure that children in the Forth Valley are safe."

Children's Services have an important role in identifying children who have been abused or are at risk of being abused.

Falkirk Council has clear procedures for all staff to follow. Headteachers or designated member of staff are instructed to notify Falkirk Council Children's Services when a member of staff has a suspicion that a child might have been abused or be at risk of abuse.

Children's Services will make a decision on whether or not an investigation is necessary and will advise accordingly. In every situation, the welfare of the child overrides other considerations.

Additional Support Needs

As with all local authority schools in Scotland, this school operates under the terms of the Additional Support for Learning Act (2009) and its accompanying Code of Practice. Further details of the policies and procedures can be found on the Falkirk Council website: <http://www.falkirk.gov.uk/services/schools-education/additional-support-needs/> These procedures have been strengthened through the Children and Young People Act (2014).

Working with other agencies and professionals – for example, Social Work Services, Educational Psychology Service, National Health Service and parents – decisions are made jointly with parents, children and young people with regards to the best possible education to meet the needs of the child within the resources available.

Support for Pupils

Pupils' additional support needs will be identified and addressed through the Getting It Right For Every Child processes. This involves close co-operation between the parent or carer, the child and the staff in school – they are the core part of the Team Around the Child. Others involved in your child's education and well-being will also be part of the Team, and will help to complete a rounded picture of assessment where appropriate. The Team will also draw up and review plans to meet the needs identified. Their activities are co-ordinated by the Named Person, who is responsible for ensuring plans are implemented and has an overall picture of the pupil's progress. You will be told who the Named Person is for your child when they start school. If you believe your child may have unrecognised additional support needs, your first point of contact should be the child's EYO, class teacher or guidance teacher.

The school makes provision for pupils with additional support needs throughout their education:

- each teacher differentiates the Curriculum for Excellence within their class to provide educational targets and objectives suited to their age and stage of development

- the school has a Support for Learning Teacher to co-ordinate and organise support for children
- the school can allocate a Support for Learning Assistant on a basis of need exceptional cases

Disputes and Resolution in Additional Support Needs

Schools and Early Years facilities do their best to support pupils, and are responsive to the needs of parents, carers and pupils. Nevertheless, problems may arise, and it is important to deal with these as soon as possible.

In the first instant it is usually wise to contact the school or nursery directly, and if the matter cannot be satisfactorily resolved, they may call on the services of some of centrally-based staff – the Additional Support for Learning Adviser, the Educational Psychologist or the school's attached Team Manager. Children's Services also commission independent mediation through Children in Scotland. Their services, called Resolve, may be arranged by the Additional Support for Learning Adviser, or accessed directly by parents on 0131-222-2456.

Parents, carers and children with additional support needs can also seek independent advice and support through:

- Enquire – the Scottish advice and information Service for additional support for learning: www.enquire.org.uk, 0345 123 2303
- Scottish Independent Advocacy Alliance; www.siaa.org.uk, 0131-260-5380
- Take Note: National Advocacy Service for Additional Support Needs (Barnados in association with the Scottish Child Law Centre) www.sclc.org.uk, 0131-667-6633.
- Let's Talk ASN, c/o Govan Law Centre, letstalkasn@edlaw-org.uk, 0141-445-1955.

Educational Psychology Service

Educational Psychologists work in collaboration with teachers, parents and other professionals to support children and young people with their learning and general development, and to make the most of their lives, particularly in educational settings.

Every school and pre-five establishment has a link Educational Psychologist who provides consultation, assessment intervention, training and project work.

The school must obtain the agreement of parents and, where appropriate, the pupil before involving the Educational Psychology Service. Further information is on the website <https://blogs.glowscotland.org.uk/fa/epservice>

Pastoral Support

We are committed to providing a high level of support to all staff and pupils in our school. To ensure that we are meeting these needs it is vital that there are effective home/ school links. Any concerns about the welfare of your child should be discussed

with the class teacher in the first instance. The class teacher will work with you to address these concerns but if necessary will involve the school leadership team. If the school have something they would like to discuss they will contact you to arrange a meeting.

Transitions

In Grange Primary we have a structured approach when dealing with transition at all levels. We ensure that the needs of all pupils are met when starting nursery, moving on to Primary 1, moving between stages, joining the Enhanced Provision and starting secondary school. When appropriate we work with other agencies to ensure transitions are successful.

Nursery Class Provision

The school's nursery class provides places for children aged 3-5 years. Nursery class provision is non-denominational, which allows children of parents from all religions and beliefs to attend the nursery. Attendance at the nursery class does not however guarantee a place in the school.

Admission to Early Learning & Childcare (ELC) Establishments in Falkirk

All ELC places are allocated according to the Early Learning and Childcare Admission Policy. A funded pre-school education place is available for every child aged 3 to 5 years who lives in Falkirk. A place can be provided in either a Falkirk Council ELC Centre or in a private nursery which is in partnership with Falkirk Council.

From August 2018, children become eligible for pre-school education as follows:

- For children who reach 3 years of age between 1st March and 31st July the start date will be the beginning of the Autumn Term (August)
- For children reaching 3 years of age between 1st August and 29th February of the following year the start date will be a month after the child's 3rd birthday.

Application forms are available from all primary schools and ELC Centres and can also be downloaded from the Falkirk Council web-site at www.falkirk.gov.uk.

Only one application form should be completed. The application form asks for the 1st, 2nd and 3rd choice of ELC Centre, the form should be returned to any school, ELC Centre, One Stop Shop or can be sent directly to ELC Admissions Team, Sealock House, 2 Inchyra Road, Grangemouth, FK3 9XB.

You will also be asked to provide the child's birth certificate and proof of address.

Applications are then allocated according to the criteria detailed in the Admissions Policy - <https://www.falkirk.gov.uk/services/children-families/early-learning-childcare/docs/nursery-admission-policy/Early%20Learning%20and%20Childcare%20Admission%20Policy.pdf?v=201507271206>

Transition from Nursery to Primary

Before leaving nursery, a transfer of information record for each child will be prepared by nursery staff to ensure a smooth transition and continuity of education for the child transferring to primary. All nurseries and primary schools have a variety of systems which support the transition process for children. This ensures that children's strengths and development needs are addressed.

Primary School Admissions

Children's Services must set a date each year for the commencement of children's attendance at Primary school. This date is usually the 3rd or 4th week in August.

When commencing Primary 1 education, your child will normally attend the local denominational or non-denominational Primary school and transfer from it, after Primary 7, to its associated Secondary school. Details of the catchment areas and boundaries can be obtained from the Forward Planning Section – Tel. 01324 506621/506608 in the Children's Services, on the website - www.falkirk.gov.uk or the relevant school.

Pupils who are baptised Roman Catholic and who live within the catchment area of a denominational school are automatically entitled to enrol at the school. All other pupils will require a placing request (see below).

Any movement between denominational and non-denominational schools at year stages other than Primary 1 will require a Placing Request Form to be completed.

Enrolment dates will be set by each school and the enrolment should be completed in January prior to the start of term in August. The school may place adverts in the local press and nurseries advertising the date(s) for enrolment. Enrolment Forms should be completed on enrolment day at your catchment school. Parents are asked to bring the relevant birth certificate(s) proof of residency when enrolling their child(ren).

Parents of pupils enrolling at a denominational school must also present their child's RC baptismal certificate. Parents of pupils that are not RC baptised will be required to submit a placing request (see below).

You are still required to enrol your child(ren) at your catchment denominational school (if RC baptised) or catchment non-denominational school (if not RC baptised) even if you do not wish him/her to attend that school.

Enrolment timetables will also be available through the Falkirk Council website at www.falkirk.gov.uk.

Children eligible for enrolment are those whose 5th birthday falls between 1st March and the end of February the following year. Requests for enrolment will only be prioritised if Children's Services receive more requests for enrolment than places available at the school.

Primary to Secondary Transfer

Children visit their secondary school in preparation for the move from Primary 7 to 1st Year.

Each cluster of schools (i.e. the secondary school and its associated primary schools) makes its own transition arrangements.

Generally, visits take place in the summer term, with a programme of activities for pupils in classroom relating to their secondary subjects. Sporting and social activities may also be planned. Pupils, therefore, become familiar with the new school, their new teachers and their new classmates.

Clusters also arrange for secondary school subject teachers to visit Primary 7 classes from time to time, with the cluster agreeing each year which subject areas should be the focus for these. Secondary teachers of PE and Music regularly visit primary schools to support the teaching of these subjects.

Most secondary schools also have an information evening for parents of Primary 7 children at which they can gain information about uniform, lunchtime arrangements, school clubs, etc.

Pupils with Additional Support Needs

Secondary school Pastoral and Support for Learning teachers make visits to the Primary 7 class to get to know the children and their needs, including any Additional Support for Learning Needs. Visits by Support for Learning staff sometimes take place as early as Primary 6 to help with additional arrangements for those children for whom the move to secondary school may present particular challenges.

Moving to the denominational secondary school

Children who are baptized Catholic

With the exception of some pupils at St Patrick's PS, pupils who are in Primary 7 in denominational primary schools (Sacred Heart PS, St Andrew's PS, St Mary's PS, St Francis Xavier's PS and St Joseph's PS) move to St Mungo's HS.

Pupils in Primary 7 at St Patrick's PS attend St Modan's HS in Stirling.

Children who are non-Catholic

Parents of non-RC baptised pupils who were enrolled through a Placing Request at a denominational primary school must submit a further Placing Request if they wish them to transfer to St Mungo's High School. These pupils are, otherwise, automatically entitled to transfer to their catchment non-denomination secondary school.

Moving between denominational and non-denominational schools

Parents who intend to send their children to St Mungo's HS from a non-denominational primary school, or from a Catholic primary school to their catchment non-denominational high school, should make known their intentions both to the primary school and the secondary school as soon as possible. This enables the necessary transfer arrangements to be made.

Catchment Secondary School

At the end of Primary 7 our pupils normally transfer to:

Bo'ness Academy,
Gauze Road,
Bo'ness,
EH51 9AS,
Telephone number 01506 822028

Prior to this staff from both schools meet to share information and Academy staff visit the P7 class regularly to work with pupils. First year students also visit the pupils in Grange Primary to discuss aspects of life at secondary school. Pupils' records of attainment are shared with the Academy to assist with curriculum planning. As part of the transition process a Cluster Residential Excursion takes place annually, to enable pupils to meet and mix with pupils from other schools. In addition we organise a 'transition project' where pupils go to the Academy to carry out a link project with Academy staff.

Throughout their final year, Primary 7 pupils visit the Academy for a series of induction visits, where they meet their new teachers and classmates and take part in a transition project. Senior staff from the Academy also hold meetings for parents of each of the local primaries to outline school aims, expectations, the curriculum etc. Academy uniform is ordered through the primary school and delivered in June.

Occasionally, where we feel individual pupils may find the move to secondary school more stressful, we will offer the opportunity for additional support, through a 'transition group' led by staff of Bo'ness Academy, Barnardo's Education and Family Support Service.

Through these steps we aim to make the transition between primary and secondary school as smooth as possible.

If you wish your child to attend a Secondary School other than the designated Secondary School for your home address, you will be required to make a Placing Request.

Placing Requests

As a parent, you have the right to make a Placing Request for your child(ren) to be educated in a school other than the local school. Applications for Primary 1 and Secondary 1 Placing Requests to commence school in August will only be accepted

following the publication of an advert in the local press inviting applications in early December.

Every effort will be made to try to meet parental wishes, but you should note that it is not always possible to grant every Placing Request. You should also note that a successful Placing Request for one child does not guarantee a successful one for another child. A parent could, therefore, end up with children attending different schools.

Primary 1 children must also be enrolled at the catchment area school on the appropriate Enrolment Form whilst awaiting the outcome of their Placing Request Application. If the Placing Request is granted, the child's enrolment at the catchment school will automatically be withdrawn by Children's Services.

Placing Requests can only be approved when there are sufficient places remaining in the class after all catchment area children have enrolled and if staffing and accommodation at the school are able to meet the numbers of Placing Requests at that school. Children's Services will also reserve places in a class for catchment pupils they expect to move into the area during the school year.

If more Placing Requests are made for admission to a particular school than places available, these Requests will be prioritised according to Falkirk Council's Admissions Policy and requests accepted and refused accordingly.

Online placing request applications can be made via the Council's website www.falkirk.gov.uk/placingrequests. Written application forms are available from all schools and from Children's Services. Written applications must be returned to the Director of Children's Services, Sealock House, 2 Inchyra Road, Grangemouth, FK3 9XB. Placing request for Primary 1 and Secondary 1, commencing in the next school session, should be made by the 15th March each year. Responses will be issued no later than 30th April.

Your Placing Request will be considered against a set of criteria which is set out in the Council's priorities for admission.

Any Placing Requests received after the 15th March for Primary 1 and Secondary 1 will not be considered in the first round of Placing Requests. Parents / Carers will be notified of the outcome of their request within 8 weeks of receipt.

As soon as a decision has been made, you will be notified of the result. If your Placing Request is successful, you will be asked to contact the school to establish arrangements for enrolment.

Mid-Session Transfers

You may make a Placing Request at any time during a school session. If your child is experiencing problems at school, you are advised to discuss the matter with the Head Teacher prior to making a Placing Request. Completing the Application Form does not guarantee a place for your child at your chosen school. Your Placing Request will only be granted if there are surplus places available at the school.

Transport for Placing Requests

If a Placing Request is successful, parents will be responsible for the safety and transportation costs of their child to and from their chosen school.

Section Five – School Improvement

Raising Attainment

Monitoring performance and using the resulting information to secure improvement is an important part of the work of head teachers, school staff and officers within Children’s Services. Head Teachers regularly track pupils’ progress at meetings with each teacher to ensure that progress is maintained and to identify effective strategies progress when necessary.

Standards and Quality Report

Every year each school publishes a Standards and Quality report which highlights the school’s major achievements. This can be found on the school website or a paper copy can be requested from the school office.

School Improvement Plan

A copy of the School Improvement Plan which outlines the key areas being developed in school can be found on the school website.

Transferring Educational Data About Pupils

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

For more information on the Scottish Government privacy notice see the link below

<https://www.gov.scot/topics/statistics/scotxed/schooleducation/ESPrivacyNotices>

Concerns

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

Schools to include trends and information on school performance at SCQF Levels and other accredited awards (e.g. ASDAN, John Muir Awards, Duke of Edinburgh Award, etc) and leaver destinations (secondary schools only).

Include details of where information regarding the school's performance at local and national level can be obtained e.g. by signposting to a website where the information is posted. Education Scotland for the HMle reports? Scottish Schools online?

You may wish to signpost parents to other sources of information or websites such as SQA, SCQF, and other programmes such as Active Schools, John Muir Trust, Young Scot Awards and Sports Leaders UK.

Websites

You may find the following websites useful.

- <https://education.gov.scot/parentzone/> - parents can find out about everything from school term dates to exam results. This site also offers information for pre-5 and post school. It also lists relevant publications for parents and provides hyper-links to other useful organisations.
- <https://education.gov.scot/inspection-reports> - parents can access school and local authority inspection reports and find out more about the work of Education Scotland.
- www.falkirk.gov.uk- contains information for parents and information on Falkirk schools.
- <http://www.childline.org.uk/Explore/Bullying/Pages/Bullyinginfo.aspx> - contains information for parents and children on varying forms of bullying and provides help for parents and children who are affected by bullying.
- <http://www.respectme.org.uk/> - Scotland's anti-bullying service. Contains information for parents and children on varying forms of bullying and provides help for parents and children who are affected by bullying
- <https://education.gov.scot/> - provides information and advice for parents as well as support and resources for education in Scotland
- <https://www.equalityhumanrights.com/en/commission-scotland> - contains information for everyone on equality laws within the government and local authorities.

Glossary

ASL – Additional Support for Learning

ASN – Additional Support Needs

CFE - Curriculum for Excellence

CLD – Community Learning and Development

DHT - Depute Headteacher

EMA – Education Maintenance Allowance

FFB - For Falkirk's Bairns - Integrated Children's Service Plan

FOI – Freedom of Information

FVNHS - Forth Valley National Health Service

GIRFEC – Getting it Right for Every Child

Glow - Scottish Schools National Intranet (Glow doesn't stand for anything)

HT - Headteacher

LIPs - Local Improvement Priorities

LTA - Learning to Achieve

MFiF - My Future's in Falkirk

NPFS - National Parent Forum of Scotland

PC - Parent Council

PLPs - Personal Learning Plans (personal learning planning)

PT - Principal Teacher

PTA/PA - Parent/Teacher Association/Parents Association

SEEMiS - Management Information Systems (SEEMiS is the pupil database)

SIP - School Improvement Plan

SPTC - Scottish Parent Teacher Council

SQA – Scottish Qualifications Authority