

Victoria Primary School

Working Together for Better Futures



School Brochure

2011 - 2012



Falkirk Council
Education Services



A FOREWORD BY THE DIRECTOR OF EDUCATION

Session 2011-12

This brochure 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 of the school and also offers advice and assistance which you may find helpful in supporting your child's education.

Falkirk Council is keen to engage parents in the education process, 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 other opportunities when you will be able to make your voice heard in relation to your own child's education, your local school, and the Education service.

Throughout each school year there will be opportunities for you to discuss your child's progress with his/her teacher. There will also be four annual events for parents organised by the Education service. These evening sessions are spread across the school year and each focuses on a particular theme. The sessions are open to all parents to attend and they are also attended, wherever possible, by the Convener of the Council's Education Committee as well as myself and members of the Service's Management Team. Each of the sessions offers parents an opportunity to ask us questions about aspects of their child's education.

Parental involvement in the decision making processes and performance monitoring are now, more than ever, an integral part of school life and will continue to become even more transparent in future years. We look forward to developing that partnership with your support.

I am pleased to introduce this brochure for session 2011/12 and hope that 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 brochure please contact the Headteacher of your child's school who will be happy to offer any clarification you may need.

Julia Swan
Director of Education
Falkirk Council

Footnote: It may be possible to offer some assistance in helping to translate all or part of this brochure to parents whose first language is not English. Enquiries should be directed to the Communications Officer for Education Services (tel: 01324 506602).

WELCOME!

Dear Parents,

We hope you will find this booklet useful as an introduction to Victoria Primary School. We welcome all visitors, especially parents, whatever their reason for visiting us. If you wish to see round the school, or have a chat with me please ring for an appointment. If you prefer just to call in please do so and I will see you if I can.

The school address is:

Victoria Primary School
Middlefield Road
Falkirk
FK2 9HF

Telephone
School Office : 01324 508600
Nursery direct line : 01324 508615
Fax : 01324 630403
E-mail : victoriaprimarieschool@falkirk.gov.uk
School website : www.victoria.falkirk.sch.uk

Children's learning begins long before they reach school age. It should continue as a partnership of home and school. While your child is part of our community we hope you will work with us to ensure that your child receives the best possible start to his/her academic life.

Yours sincerely,
Gillian Purves
Headteacher.

Our brochure offers an introduction to our school and a general overview of the education your child will be getting at school.

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

To make our brochure easier to read I've divided the information into five different sections:-

SECTION ONE - SCHOOL INFORMATION

This section provides you with some background information on our school (and our nursery). It tells you the names of all our staff and how our school day and school year are made up. Our school's educational aims and objectives are also detailed within this section.

Lastly, it includes information on our Parent Council, Victoria Voices and how parents can get involved in the life and work of the school.

SECTION TWO - CURRICULUM INFORMATION

This section describes the range of subjects and subject areas your child will be learning at school. It also explains about additional support needs and the types of specialist services provided within our school.

The section gives you an insight into how your child's progress will be assessed while at school and how we will keep you informed about his/her progress.

As well as giving you information about the statutory curriculum requirements we have included details of the extra curricular activities which are available at our school together with information on sports and outdoor activities available to pupils and the range of facilities available within the school.

Further information for parents is available in Education Services Parenting Handbooks.

SECTION THREE - SCHOOL POLICIES

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. This section gives an overview of the policies the school has in place. If you would like to see a full copy of these policies or to discuss them in more detail, please contact me.

- Homework Policy
- Development of pupils' spiritual, moral, social and cultural values
- Additional Support Needs

- Clothing or uniform (PE Clothing)
- Discipline and School rules
- Anti-Bullying - Positive Behaviour
- Health Statement medicines

SECTION FOUR - ARRANGEMENTS FOR PUPIL WELFARE

This sections 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 and milk
- financial assistance with school clothing, transport and school meals
- school closures in an emergency or unexpectedly
- general supervision available for your child in the morning and at lunchtime
- wet weather details

SECTION FIVE - STATISTICAL INFORMATION

Education Services are legally required to provide the undernoted statistical information

- Attendance rates
- Authorised/Unauthorised rates of absence
- School Attainment Levels
- School costs

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.

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 brochure, or indeed about any aspect of our school, please do not hesitate to contact me.

FALKIRK COUNCIL : EDUCATION SERVICES
Agreed Term Dates for Session 2011-2012

School Year	Term Dates	Days	
		Staff	Pupils
Autumn Term Begins (Staff Only - Dev Day)	Monday 22 August 2011	1	-
Autumn Term Begins (Pupils)	Tuesday 23 August 2011		
Autumn Term Ends	Friday 14 October 2011	39	40
Winter Term Begins	Monday 24 October 2011		
Winter Term Ends	Thursday 22 December 2011	44	44
Spring Term Begins	Monday 9 January 2012		
Spring Term Ends	Friday 30 March 2012	60	60
Summer Term Begins	Monday 16 April 2012		
Summer Term Ends	Friday 29 June 2012	<u>55</u>	<u>55</u>
		199	199
Less Term Time Public Holidays		4	4
Less Staff Development Days			<u>5</u>
		<u>195</u>	<u>190</u>

Term Time Public Holidays

Monday 12 September 2011
Friday 17 February 2012
Monday 20 February 2012
Monday 7 May 2012

Staff Development Days

Monday 22 August 2011
November 2011 Staff Development Days - to be confirmed
February 2012 Staff Development Days - to be confirmed

SCHOOL BROCHURE

SECTION ONE

SCHOOL INFORMATION

BACKGROUND TO OUR SCHOOL

Although there has been a Victoria Primary School for many years, the present primary building was opened in October 1995. Our Nursery facility opened in September 2001 and our support facilities for children with moderate learning difficulties opened in October 2000. Victoria is a non-denominational school with two classes at each stage of P1 to P7. Our Nursery caters for 3 and 4 year olds. The building is attractive internally and has facilities for the disabled.

The setting is attractive with woodlands, grass and hard surface areas.

Aims

At Victoria Primary School we aim to develop the whole child by

working together

to provide a broad, balanced, progressive and coherent curriculum to suit the needs of all our pupils

working together

to promote high standards of achievement through the setting of challenging but attainable targets

working together

to meet the needs of all pupils through quality in the learning and teaching process

working together

to provide an inclusive education for all pupils that meets their academic, physical and social needs

working together

to maintain an attractive, welcoming and safe environment in which all members of the school community are valued

working together

to ensure the provision of a range of appropriate resources in all areas of school life

working together

to promote a culture of management that encourages a team approach and self-evaluation.

SCHOOL HOURS

Primaries 1 to 3	9.00 till 2.45
Primaries 4 to 7	9.00 till 3.15
Interval: 10.30 - 10.45	Lunch 12.00 - 1.00
Nursery mornings:	9.00 till 11.30
Nursery afternoons:	1.00 till 3.30

ADMISSION

Victoria Primary encompasses -

Nursery classes - am class/pm class

Primary classes

Enhanced Provision for children with Moderate Learning Difficulties.

Enrolment for Primary One usually takes place in January of that year. Dates are advertised locally. Children can be enrolled for nursery any time after their second birthday. The start date for nursery is the beginning of the term after the child's third birthday. Children can be enrolled throughout the year provided there are places available.

SCHOOL ROLL

306 including a Nursery capacity of 30 morning places and 30 afternoon places.

MANAGEMENT STRUCTURE

Certain management structures are necessary for the smooth running and well-being of Primary schools. These features have been identified and set out below as a guide to parents on the type of management, which will normally be encountered within a Falkirk Council Primary school.

Each Primary school is staffed according to national recommendations and is managed by a Headteacher supported, in the larger schools, by a Depute Headteacher or one or more Principal Teachers. The Headteacher is responsible to the Director of Education for the efficient management, administration and leadership of the school and for the quality of education provided in the school.

GENERAL INFORMATION

Headteacher: Miss Gillian Purves

Depute Headteacher: Mrs Roberta Doctor

Acting Depute Headteacher: Ms Shelagh Scobie

Acting Principal Teachers: Mrs Amanda Martin and Mrs Kirstin Smyth

Teachers:

Mrs Brown	Ms Caygill	Ms Kerr	Miss Dunn
Mrs Lilley	Ms Morrow	Miss Scotland	Miss Cleaver
Mrs Thomas	Mrs Walker	Mrs Wallace	Miss Hurren
Miss Rhind	Mrs Minto	Miss Chapman	

Enhanced Provision Teachers:

Mrs Jean Stewart Mrs Lamb

Support for Learning Teachers:

Mrs Averil Boyne and Mrs Moira McLaren

The Primary is regularly supported by a range of specialist teachers.

Clerical Assistants:

Mrs Elizabeth Taylor and Mrs Gail Waugh

Support for Learning Assistants:

Mrs Biddulph	Mrs Devenney	Mrs Gordon
Mrs Fitzcharles	Mrs Kemp	Mrs Steele
Mrs Simpson	Mrs Thomson	Mrs Cowan
Mrs Aitchison	Mrs MacMillan	Mrs Simpson

Janitor: Mr Norrie Bruce

Senior Early Years Officer: Mrs Susan Parker

Early Years Officers: Mrs Beverley Johnston and Ms Justine Sword

PARENTAL INVOLVEMENT

Victoria Primary School is fortunate in the level of parental support, which takes many forms. Examples are:

- membership of Victoria's Voices
- fundraising
- painting murals on our nursery toilet walls
- running of after school clubs
- leading school day participation in sporting events
- through an employer, accessing resources
- through employers, accessing funding
- supporting individual class initiative by producing resources
- being on a register of Disclosure check parents who help out with activities and events both in and outwith school

It is recognised that some parents cannot participate in any of the foregoing. Parental support is also given by attending Parents' Evenings, as well as ad hoc meetings for individual children. Compliance with and promotion of our school policies and responding to consultation initiatives demonstrate support and commitment. Many parents and extended family members attend class assemblies, school concerts, shows and events.

PARENTAL INVOLVEMENT / PARENT COUNCILS

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.

All parents / carers are automatically members of the Parent Forum at their child's school. 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 the school in its work with pupils
- To 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 raise funds for the school for the benefit of pupils (in some schools the PTA / PA fulfils this role).

Please contact the Headteacher or Chair of the Parent Council via the school for details on how you can get involved.

The Scottish Parent Teacher Council is the national organisation for PTAs and PAs in Scotland and runs an independent helpline service for all parents. They can be contacted by phone on 0131 226 4378, fax 0870 706 5814 or email on sptc@sptc.info or write to SPTC, 53 George Street, Edinburgh, EH2 2HT.

COMMUNICATION WITH THE HOME

From time to time your child will bring home important and routine communications from the school. Parents are encouraged to check their child's schoolbag for these communications. Enquiries of any kind should be addressed to the Headteacher in the first instance.

COMPLAINTS PROCEDURE

Falkirk Council Education Service is keen that you should be completely satisfied about your child's education. Should you have any concerns about your child's education, or indeed any reason to complain about the service provided by your child's school, please report this to the Headteacher in the first instance. In most cases problems can be dealt with quickly. However, should you feel that the matter has not been resolved satisfactorily by the Headteacher you can make your complaint in person, by phone or in writing to the Complaints Officer for Education Services - Tel. 01324 506694 or email complaints.educ@falkirk.gov.uk

REPORTING TO PARENTS

Each session, parents will be invited to three formal parent-teacher meetings and will also receive formal reports.

Parents who wish to speak with a teacher at other times should either write a note in the child's sharing book or telephone the school office.

Currently Scottish Education is in a transition from 5-14 to A Curriculum for Excellence, we will guide you through these changes. When a child achieves a level within the 5-14 maths or language curriculum, he/she receives a school certificate recognising this achievement.

Weekly awards focus on each of the capacities of A Curriculum for Excellence

- Successful Learner
- Confident Individual
- Effective Contributor
- Responsible Citizen

Handwriting and Golden Rules, termly Star Awards and 100% attendance are issued.

End of year awards focus on the capacities of A Curriculum for Excellence and 100% attendance.

Our Star Awards certificates recognise exceptional attitude to and effort in learning.

Throughout the year there are visits to classrooms to observe teaching styles and your child's work.

TRANSFERRING EDUCATIONAL DATA ABOUT PUPILS

The Scottish Government and its partners collect and use information about pupils to help to improve education across Scotland. This note explains why we need this information, how we use it and what we do to protect the information supplied to us.

Why do we need your data?

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

- plan and deliver better policies for the benefit of all pupils,
- plan and deliver better policies for the benefit of specific groups of pupils,
- better understand some of the factors which influence pupil attainment and achievement,
- share good practice,
- target resources better.

Data policy

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

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

information on individual pupils can or would be made publicly available by Scottish Government.

The individual data collected by Scottish Government is used for statistical and research purposes only.

Your data protection rights

The collection, transfer, processing and sharing of ScotXed data is done in accordance with the Data Protection Act (1998). We also comply with the National Statistics Code of Practice requirements and other legislation related to safeguarding the confidentiality of data. The Data Protection Act gives you the right to know how we will use your data. This note can give only a brief description of how we use data. Fuller details of each individual ScotXed survey, including the purpose of each and the published data, can be found on the ScotXed website (www.scotxed.net).

Scottish Government works with a range of partners including HM Inspectorate of Education, Careers Scotland and the SQA. On occasion, we will make individual data available to partners and also academic institutions and organisations to carry out research and statistical analysis. In addition, we will provide our partners with information they need in order to fulfil their official responsibilities. Any sharing of data will be done under the strict control of Scottish Government, which will ensure that no individual level data will be made public as a result of the data sharing and that these data will not be used to take any actions in respect of an individual. Decisions on the sharing of data will be taken in consultation with relevant colleagues and individuals within and outwith Scottish Government.

Concerns

If you have any concerns about the ScotXed data collections you can email the Senior Statistician, Peter Whitehouse, at Peter.Whitehouse@scotland.gsi.gov.uk or write to The ScotXed Support Office, Area 1B, Victoria Quay, Leith, EH6 6QQ. Alternative versions of this page are available, on request from the ScotXed Support Office, in other languages, audio tape, Braille and large print.

PLANNING CHILDREN'S AND YOUNG PEOPLE'S LEARNING

Teachers in nursery, primary and secondary schools increasingly share their learning intentions with pupils, parents and carers. This takes place on a day-to-day basis, for instance, when agreeing the aims of an individual piece of work.

Longer-term planning also takes place, in a variety of forms. Pupils in primary schools negotiate with their teachers their aims for the next block of learning. At the end of the block progress against these aims is assessed by the teacher and pupil, and, new targets are set for the following block of learning.

In secondary schools, pupils review progress against targets and negotiate new ones with their pastoral teacher.

In order to encourage pupils to take responsibility for their learning, a growing number of primary schools use Learning Logs in which pupils plan their programme for completing homework assessments. In secondary schools, homework diaries serve a similar purpose. These diaries are also used for pupils to record their long-term targets.

ACTIVE LEARNING

Curriculum for Excellence emphasises the value of an active learning approach. 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 are engaging and give them ownership of their own learning.

TRANSFER TO SECONDARY EDUCATION

At the end of primary seven, our pupils normally transfer to Graeme High School. Before this, throughout the session, there is a comprehensive transition programme.

The aims for transition, as agreed by the Cluster schools are

- to ensure a meaningful transition for pupils through the development of effective links between pupils and staff of the primary and secondary schools
- to ensure continuity and progression of pupil attainment and achievement
- to exchange information between the primary and secondary schools to allow an accurate pupil profile, which reflects pupil strengths and needs
- to foster links between schools, pupils and parents.

Graeme High School's contact details are

Graeme High School
Callendar Road
Falkirk
Telephone No: 01324 622576

Children from outwith our catchment area, but who attend Victoria Primary School through Enhanced Provision placements, will transfer to their local catchment secondary school. There is considerable consultation with parents and the receiving secondary school in such instances.

SCHOOL BROCHURE

SECTION TWO

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.

Curriculum for Excellence enables professionals to teach subjects creatively, to **work together** across the school and with other schools, to share **emerging practice** and explore learning together. Glow, Scotland's unique, world-leading, online network supports learners and teachers in this and plans are already in place for parents across the country to have access to Glow.

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 **literacy and numeracy** - the language and numbers skills that unlock other subjects and are vital to everyday life.

It develops **skills** for learning, life and work to help young people go on to further study, secure work and navigate life. It brings real life into the classroom, making learning relevant and helps young people apply lessons to their life beyond the classroom. It links **knowledge** in one subject area to another helping children understand the world and make connections. It develops skills so that children can think for themselves, make sound judgements, challenge, enquire and find solutions.

There will be new ways of **assessing progress** and ensuring children achieve their potential. There will be new **qualifications** for literacy and numeracy from 2012/13. New qualifications at National 4 and 5 will be available from 2013/14. Our well regarded Access, Highers and Advanced Highers will be updated to take account of and support the new approaches to learning and teaching.

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 will be a new 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.

We have revised **Learning to Achieve** - our flagship policy. **Learning to Achieve** describes in detail how Curriculum for Excellence will be delivered in our educational establishments. We will use **Learning to Achieve** to monitor, develop and improve outcomes for children and young people.

It is acknowledged that schools may wish to expand on curriculum issues to suit their own circumstances but it is suggested that any such additional text should not exceed 500 words.

Parents who wish to exercise their right to withdraw their child from religious instruction and / or observance should contact the headteacher, in writing, and alternative arrangements will be made for your child.

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.

CURRICULAR PROVISION

Victoria Primary School provides a full curriculum in line with national 5-14 guidelines. This embraces all the facets of the standard curriculum and makes provision for swimming tuition for all P5 pupils. The modern language taught, in P6 and P7, is French.

Our curriculum is supported by a range of policies, guidelines and programmes of study. In addition, the school has developed a range of information leaflets for parents.

RELIGIOUS AND MORAL EDUCATION

In the first few years of primary schooling, this is taught simply and effectively using a story, a poem, a song, a picture, or music to convey a point - moral, social or religious. Later a wide variety of learning experiences, incorporating specifically religious material as well as material from everyday life, will be offered to the children, so that religion is seen as an intrinsic part of life.

Parents who wish to exercise their right to withdraw their child from religious instruction and observance should contact the Headteacher, in writing, and alternative arrangements will be made for your child.

LEARNING TO ACHIEVE

Our **Learning to Achieve** document explains how we will deliver Curriculum for Excellence in Falkirk Council schools. It outlines our aspirations for children and young people in Falkirk. We want all learners in our schools to have enjoyable, challenging experiences allowing them to work to their full potential. For economic and social reasons we must enable all young people to be pro-active and independent within their own learning experiences. Our service must support young people to develop resilience of character and the creativity and flexibility necessary to function in our rapidly changing society. Learners will then develop the skills and attributes which will allow them to make a positive contribution to society and to their own health and well-being. We must inspire young people to become enthusiastic lifelong learners.

We aim to ensure that all our learners have access to:

- Positive learning environments
- Opportunities to fully develop the four capacities
- Opportunities for play, sport, creativity and cultural activities
- Opportunities to contribute to decision making
- Opportunities to develop skills for life and skills for work
- Support that will enable them to make positive transitions at all stages of their learning

We recognise that learning experiences will take place in and beyond school. It is vital that all adults, including parents and carers, contribute to the educational experiences of our learners and are key players in making this vision a reality. The **Learning to Achieve** document is designed to enable all adults involved in the education of our young people to raise the bar and ensure the best possible educational outcomes.

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.

EXTRA CURRICULAR ACTIVITIES

There is a range of extra curricular 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.

After school care

'Go Kids' offers this facility within the school building. For further information, the club co-ordinator can be contacted on 07720 720394. 'Go Kids' is a commercial enterprise that has been granted access by the authority.

Breakfast club

This facility is available from 8.15am until 9.00am, although doors close at 8.40am as the kitchen ceases serving at 8.45am. The cost is £1.20 per breakfast. There are opportunities for social and learning activities. No prior notice of attendance is required, making the breakfast club particularly popular in bad weather.

After school clubs

Scottish Executive funding supports a variety of after school clubs. The co-ordinator will notify parents as to which clubs are available and when they will run. Cross-country running activities are organised by a parent throughout the year who also supports school day attendance at related events.

There is a wide variety of after school and lunch clubs ranging from sports to art and crafts. The clubs are organised by teachers, our Active Schools Co-ordinator Charlotte Main and volunteer disclosed 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

The fundamental aim of Active Schools is to give school-aged children the tools, motivation and the opportunities to be more active throughout their school years and into adulthood.

These opportunities are available before, during and after school, as well as in the wider community. For further information contact the Active Schools Team on 01324 501656 or visit our website www.activeschoolsfalkirk.co.uk

ASSESSMENT

Baseline Assessment is completed in May for all children in their pre-school year as part of the summative reporting process informing transition to primary 1. Baseline Assessment allows a snapshot picture of where individual children have reached in their literacy and numeracy development at the end of their nursery career. This information helps Primary 1 teachers plan for learning at early stages of Primary 1.

An End of P1 Assessment is completed for all children by May of their Primary 1 year. This builds on information from Baseline Assessment and shows the progress that children have achieved in literacy and numeracy.

As pupils progress through school, teachers use a range of assessment strategies, including Assessment for Learning strategies as well as setting tests. Pupils are also involved in assessing their own progress and developing their next steps.

We recognise that all pupils do not develop and progress at the same rate and, therefore, we use both group and individual methods to ensure that all pupils are given appropriate instruction and the opportunity to succeed. Please contact the school as soon as possible if you have any concerns about your child's progress.

Parents have the opportunity to discuss their child's progress with class teachers on Parents' Evenings. Pupil Summary Reports are sent home to parents and they have an opportunity to comment on these. In addition, of course, parents are welcome to contact the school at any time to ask for information or for an appointment to consult with the Headteacher or class teacher.

SCHOOL BROCHURE

SECTION THREE

SCHOOL POLICIES

CURRICULAR POLICIES

Every school has a range of curricular policies in written format. These policies are subject of regular discussion, consultation and review with school staff and all can be made available for perusal on request. These policies are summarised below:-

DEVELOPMENT OF PUPILS' SPIRITUAL, MORAL, CULTURAL AND SOCIAL VALUES

The School is committed to supporting the development of its pupils as whole people and as a result, wishes to encourage their development in spiritual, moral, social and cultural terms.

These key human aspects of learning are supported through the following arrangements by

- 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 the development of personal responsibility.
- promoting social and moral learning through the way in which disciplinary issues are handled.
- ensuring that staff and adults within the school provide positive models for pupils.
- arranging regular gatherings of the school as a community and using such occasions to encourage and reinforce the values on which the school is based.
- enriching the curriculum in all appropriate areas with an emphasis on spiritual, moral, social and cultural development.
- providing opportunities within the curriculum to advance personal and social development.
- providing a programme of religious education in which consideration will be given to responses to basic questions relating to the meaning, value and purpose of human life.
- providing a programme of moral education.
- taking every appropriate opportunity to acknowledge, value and appreciate the various cultures and heritage of all of the pupils and to encourage them to appreciate and value the cultures and heritage of others.

MULTICULTURAL AND ANTI-RACIST POLICY

The Authority has a multicultural and anti-racist policy. All schools have a copy of the policy, are expected to follow the policy and guidelines and fully support the Racist Attacks and Harassment Multi-Agency Strategy. All educational establishments have a responsibility to report racist incidents by completing a Racist Incident Monitoring Form.

EQUAL OPPORTUNITIES POLICIES

Falkirk Council has published an Equality Opportunities Policy and an Equality Scheme, which can be viewed on the council's website. These outline the duties which the Council is required to undertake to tackle discrimination, prevent harassment and ensure our work promotes equality. The Council is committed to eliminating discrimination on the grounds of race, gender, disability, sexual orientation, faith/belief or age.

Education Services has policies and statements to address equalities issues specific to education to enable us to fulfil these duties. All schools have copies of these policies. The Service also supports the Racist Attacks and Harassment Multi-Agency Strategy and all education establishments have a responsibility to report racist incidents.

ENGLISH AS AN ADDITIONAL LANGUAGE

The Authority 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.

GENDER EQUALITY

Falkirk Council Education Services has a Gender Equality statement that commits the Service to eliminating sexism and gender discrimination and to actively promoting equality of opportunity, regardless of gender.

PUPIL CONDUCT

A partnership between the school and parents is required in order to ensure the best possible standards of pupil conduct. Pupils are expected to set themselves high standards in appearance and behaviour. School rules have been devised to encourage good behaviour.

DISCIPLINE AND PERSONAL AND SOCIAL DEVELOPMENT

Our school is a small community. Certain qualities are essential if the school is to function smoothly, efficiently and happily. These qualities are politeness, tolerance, good manners and respect for others and they are positively encouraged at all times.

Class teachers deal with any minor discipline problems. More serious problems and persistent offenders are referred to the Headteacher. At this stage the parents may be called in. It may also be necessary in certain cases to refer a child to the Psychological Services.

BEHAVIOUR MANAGEMENT

Rationale

Victoria Primary School recognises the benefits of having a clearly defined approach to behaviour.

"Until children begin to feel positive about themselves, until good relationships are established and until there is a calm, safe, caring, well ordered environment, the national curriculum cannot be delivered effectively to all children. Over the years research has constantly shown a direct link between the enhancement of self esteem and the raising of academic achievement."

Turn Your School Around, LDA, 1993

The staff of Victoria Primary School has devised a positive approach to behaviour management, ensuring clarity of expectations and consistency of approach. The details of this, including the reward system, can be found in the accompanying information booklet.

ANTI-BULLYING

Definition

Bullying is the abuse of power of one person over another.

Rationale

Victoria Primary School is committed to providing a safe learning environment, free of any threat or fear. We recognise that pupils have the right not to be bullied.

Research makes it clear that bullying can adversely affect a person's achievement and self esteem, even into adult life. The short term effect of bullying can erode a child's confidence. Fear can lead to low achievement, absence and ill health.

At Victoria Primary School we pursue a proactive approach to developing appropriate social skills.

Roles & responsibilities

The Parent should

- encourage children to adhere to the Golden Rules
- ensure that out of school disputes are not carried into the playground
- encourage children to tell an adult
- communicate with the school promptly

It is important that all children feel supported and know that they will be listened to.

The School will

- promote, recognise and celebrate positive behaviour
- listen to children and parents, and will take their concerns seriously

The Child will

- treat others in a fair, reasonable manner
- play fair
- report concerns to an adult

We ask for parents' co-operation and support in continuing to maintain a caring atmosphere and a fair and safe environment.

HOMEWORK

The school has a clearly defined policy on homework, a copy of which can be obtained from the Headteacher, this is currently under review.

Pupils are regularly given homework to support their learning and to encourage them to become more organised and self-supporting in their learning. Homework tasks will be given where a teacher feels a particular child or group of children may benefit from it. The homework will be organised according to the stage and ability of the child, it can arise from all curricular areas, and it may include written, oral or practical activities. The tasks set will be interesting, worthwhile and challenging for the child.

Parents are encouraged to help pupils with their homework as a means of keeping them up to date with the work of the class and the child's progress and to promote partnership between the school and parents. Homework provides an opportunity to consolidate what has been learned in class, and makes you aware of what your child is learning and provides you with a useful discussion starter. Homework is also an integral part of school work, Parental interest and co-operation in ensuring homework is undertaken is appreciated. The school encourages parents to sign each homework task.

The benefits of homework can be seen as:

- encouraging self-discipline
- allowing a measure of reinforcement
- developing research skills
- keeping parents in touch with ongoing work

Definition of homework

Homework refers to learning that takes place outside the classroom situation, can be over an extended period and is the responsibility of the learner.

It is not seen as naturalistic work undertaken as a matter of duty.

To reflect this view of homework, this policy will attempt to guide staff, parents and pupils on the types of teacher-directed homework which can be expected and the opportunities for parental involvement in supporting the child's development.

Issues

1. Homework can appear pointless, apparently issued more for the sake of being seen to set homework rather than any intrinsic interest or value.
2. Correction load can detract from quality teaching time.
3. Not all children enjoy the same domestic circumstances and/or parental support.
4. Completion of homework can clash with children's leisure activities.
5. Opportunities for relaxation and leisure pursuits, including sporting activities and membership of organisations are an important aspect of a child's development.
6. Some parents judge a 'good school' by the amount of specific ritualistic tasks set.
7. Some parents believe children who have worked to the best of their ability during the day should not be faced with more tasks in the evening.
8. Homework, which is teacher directed should be purposeful.
9. Staff views on homework can vary.
10. All interested parties are unlikely to agree on optimum level of homework.

Parental responsibility

Parents should

- encourage a positive attitude to learning
- check child's homework jotter which will list task set, whether it is written task or otherwise
- sign this entry
- ensure child has time for satisfactory completion of work
- encourage child to recognise importance of task whether written, research or otherwise
- not do the child's homework for him/her.

Parental involvement in supporting child's development

It is not the place of the school to direct parents in how to bring up children. However it is recognised that most people wish to do the best they can for their children. It is perhaps helpful to consider ways parents can contribute to child's development and learning, with strategies affording educational opportunities where learning seems incidental to the child and which promote a variety of experiences, which are not always possible in the classroom.

Suggestions include

- talking about the day
- helping with reading
- helping with learning tasks such as phonics/tables/poems

- ensuring instrumental practice is undertaken
- playing games
- reading to/with the child
- encouraging reading for pleasure
- talking about programmes watched, to elicit comprehension and development vocabulary
- encouraging participation in social/group activities
- encouraging physical exercise
- visiting places of interest to widen experience.

Pupil's responsibilities

The pupils should ensure that

- details are copied down in Homework jotter (P3-7)
- parents are aware of homework
- work is done to an acceptable standard and is timeously returned.

Teacher's responsibilities

Teachers should

- ensure homework is not onerous or too frequent
- ensure tasks are appropriate to age and ability
- ensure instructions are clear and understood
- ensure details of task are noted down
- give positive feedback
- provide a variety of tasks
- communicate promptly with parents if homework is not completed

Implementation of teacher directed tasks

Parents will receive a termly notice, outlining the homework pattern for the class.

In keeping with educational philosophy homework tasks should not be issued on set nights, rather as appropriate to curriculum. However, it is recognised that parents may wish to be informed of tasks.

Examples of types of teacher directed homework

- group readers/novel - reinforcement of class work; preparation
- reinforcement of phonic blends in class
- spelling
- preparation for class talks
- topic-related personal research
- development of class topic at own level
- learning texts from various genre
- learning multiplication tables
- consolidation of class work
- practice of musical instruments

Specific tasks will vary according to each child's age and ability.

Monitoring of homework

Class teachers will send a standard letter to parents in event of non-completion of task. Senior management will review, from time to time, the appropriateness and variety of tasks being set at any stage.

DRESS CODE

Parents are asked to co-operate with the school in encouraging the wearing of the school uniform.

The uniform was agreed in consultation with parents, pupils, staff and the Parent Council. It incorporates a range of popular items of dress, e.g. sweatshirts, T-shirts. Wearing school uniform contributes to a positive school ethos helps avoid discrimination and reduces peer pressure to wear expensive designer clothing.

The former School Board and the P.T.A. carried out a survey of parents to determine our uniform, which is now defined as

royal blue sweatshirt, with or without school logo
white or gold polo shirt, with school logo
royal blue fleece, with school logo
navy, black or dark grey trouser/skirt
shirt
royal blue and gold school tie
blue checked summer dress
dark shoes

Uniform items can be purchased through the school office. Please ensure that all items of clothing are clearly labelled, particularly ties, sweat shirts and PE equipment which are often lost.

Some families may be eligible for assistance towards the purchase of clothing or free school meals. For more information on clothing grants you can contact the Council's Advice & Information Helpline on 01324 590599 or visit the Falkirk Council website, www.falkirk.gov.uk where you can download an application form. Application forms are also available from Falkirk Council One Stop Shops.

A school's reputation can also be enhanced in the local community by the wearing of school uniform and school security will be improved as it will be easier to identify intruders.

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.

In certain circumstances, appropriate clothing will be necessary for school activities for safety reasons, e.g. in games areas, science laboratories, 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 painted with obscene language or illustrations are 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.

P.E. kit

Children need to bring T-shirt, shorts and indoor shoes. For reasons of hygiene all children should change out of these after P.E. activities. For safety reasons jewellery should not be worn during P.E. / drama lessons. Earrings should be removed or parents must ensure that these are taped over.

Sports teams

We hold a supply of rainjackets, tracksuits, running vests and tops and football strips for those children representing the school. Should children bring these items home, parents should ensure children do not wear the garments outside.

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

Lost property

All items of clothing should be marked with the owner's name, making it easy to reunite property with the owner.

There is a central lost property box outside the janitor's office. Parents are welcome to call into the school to look through the boxes for lost items. At the end of each term unclaimed items are disposed of in our recycle bank.

Lunch boxes

We find that children often have the same lunch container as other children, it is helpful to mark the child's name or add a sticker for ease of identification.

Medicine administration

The administration of medicines prescribed by a family doctor is undertaken at the discretion of the Head Teacher 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 Education Services.

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. In the event of any claim, the Council will have been deemed negligent in order for compensation to be payable.

Pupil's Property

Each session, unfortunately but inevitably, pupil's property is lost, damaged or stolen from school.

Parents are to be discouraged from allowing their children to carry expensive items of Personal belongings to the school but are reminded that a standard household policy can be extended to provide a degree of cover for personal items taken away from the home.

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 Education 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 the school children under which the compensation is payable in the circumstances stated, irrespective of legal liability.

Policy Cover: Whilst attending any activities involving a journey outside the premises of the School organised by or on behalf of the school/Council under the supervision of a responsible adult appointed thereby.

<u>Compensation:</u>	1. Death	£20,000
	2. Permanent Total/Partial Disablement	£20,000
	(continental scale of benefits)	

The above information is given in summary form only and is subject to the insurers standard policy, terms and conditions.

SCHOOL BROCHURE

SECTION FOUR

PUPIL WELFARE

ATTENDANCE AT SCHOOL

It is a duty of parents, by law, to make sure that their children attend school regularly and punctually.

If your child is late for school on occasion, please send a note of explanation with your child.

Whenever your child is absent from school, you should contact the school as soon as possible (preferably before 9.45am in primary schools and before 10am in secondary schools/additional support needs schools) on the first day of absence to let them know.

If the absence in three days or longer parents are required to notify the school, either by note or telephone, reporting the reason for absence.

When a child has an afternoon absence, having been present in the morning, parents must inform the school immediately for safety purposes.

Please note that family holidays should be taken during the recognised school holidays and not during term time. Other than in exceptional circumstances, which should always be discussed and agreed in advance with the Head Teacher, all family holidays taken during term time will be recorded as 'unauthorised absence' on the part of the pupil(s) concerned. Furthermore, if family holidays are arranged during term time, parents should be aware that the school is not obliged to make special arrangements to help pupils catch up with any missed school work.

Schools are obliged to report persistent pupil absences to Education Services. Attendance panels will then consider the attendance and where there is not improvement after an Attendance Panel Hearing, the matter will then be referred on to the Attendance Committee.

Sickness

It is essential that we have up-to-date contact numbers for you and a nominated emergency contact. Changes of address and or telephone numbers should be notified to the school office at the earliest opportunity.

During term time, parents should be aware that the school is not obliged to make special arrangements to help pupils catch up with any missed school work.

Medical appointments

Children with appointments should be collected from school as there will be no crossing patrols on duty.

HEALTH, SAFETY & SECURITY

Car Park

Drivers depositing/uplifting children should not drive beyond the turning circle. A dropping-off zone is clearly marked and drivers should queue up to set down/uplift children, and then move on. A few parents, particularly those of nursery children, may need to park for a short time. The far side of the turning circle may be used for this.

Parents are encouraged to make use of the streets and access, to the rear of the school, thereby avoiding driveway congestion. The parking area beyond the turning circle is reserved for staff use only.

JRSO pupils and support staff run a drop off service for P1-3 children from 8.45 am.

Access

Parents will find it is not easy nowadays to enter a school building. Visitors must enter by the main door and report to reception, where they will be required to sign in and out.

Whilst this may seem inconvenient, it is in the children's interest that these steps are taken. However, such security makes it impossible for parents to have an informal chat to teachers. Further, such conversations are not possible due to supervision and teaching requirements. Please make use of the 'sharing book' or diary for informal messages or to request an appointment.

Lining up

To support us in fostering independence and to support developing social skills in the children we discourage parent from entering the playground other than just inside the gates. Parents of new pupils will wish to see the children in safely, however it is not usually necessary for parents to continue this practice long term.

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 inclement 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. For this reason it is important that emergency contacts are up-to-date.

Supervision

There is no playground supervision before school starts at 9.00am. Intervals and lunch breaks are supervised.

Wet weather arrangements

The Breakfast Club facility can be particularly useful on bad weather mornings as this facility does not have to be booked in advance. Children need to arrive by 8.40am. The front door will be opened at 8.50 am during adverse weather, however supervision is of minimum. Otherwise it is recommended that in adverse weather children do not arrive just before the start times of the morning session. A lunchtime home dinner children and children dining at a commercial provision outwith school should not return until just before bell time.

On those occasions when the children are kept in throughout interval or lunchbreaks because of bad weather there is supervision.

However supervisors may be responsible for more than one class at a time. It is imperative for safety and good order that the children behave in a safe and responsible manner. Each class has a stock of 'wet weather' activities.

Our school grounds tend to become waterlogged and there can be many puddles in the playground, all of which can prove very attractive to a child! In bad weather it is recommended that a spare set of clothing is kept in the child's bag or classroom tray.

Mobile phones

We recognise that mobile phones are a convenient method of communication and can assist personal safety. Children may bring mobile phones to school, at their own risk, but these must be switched off during class time. Any improper use or infringement of the 'switch-off' rule will result in a ban on mobile phones in school.

First Aid

The Authority ensures that some staff members are qualified first aiders.

Fire Drills

Drills are carried out on a regular basis.

Valuables

Items of value, including sentimental value, should not be brought to school. Each class has a stock of activities for 'Golden Time' so there is no need for children to bring cherished toys to school. Dangerous items should not be brought to school.

PRIMARY SCHOOL ADMISSIONS

Education Services must set a date each year for the commencement of children's attendance at Primary school. This date is usually the 2nd or 3rd week in August.

When commencing Primary 1 education, your child will normally attend the local denominational or non-denominational Primary school (regardless of religion) 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 506619/506608 Education Services, or the relevant school.

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 will 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) and proof of residency when enrolling their child(ren). Enrolment timetables will also be available through the Falkirk Council website at www.falkirk.gov.uk.

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 to a particular school. You should also note that a successful Placing Request for one child does not guarantee a successful one for another child. It may be, therefore, that a parent could end up with children at 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 Education 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. Education Services can also reserve places in a class for future catchment pupils they expect to move into the area in the following 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.

If you wish to make a Placing Request, you should complete the appropriate application form (one for each child involved) and return it to Forward Planning Section, Education Services, Sealock House, 2 Inchyra Road, Grangemouth, FK3 9XB. This Form must be completed by the child's Parent/carer. Placing Requests for primary 1 and secondary commencing in the next school session must be made by the 15th of March each year for consideration and response no later than the 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.

Placing Request Forms are available from Forward Planning Section, Education Services at Sealock House, all schools, Libraries, One-Stop Shops and on the Falkirk Council website.

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, and the school's Additional Support for Learning Co-ordinator will be able to outline the support that can be offered in school.

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

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

- Enquire: www.enquire.org.uk Telephone number: 0845 123 2303
- Scottish Independent Advocacy Alliance: www.siaa.org.uk Telephone number: 0131 260 5380
- Take Note National Advocacy Service for Additional Support Needs (Barnardos in association with the Scottish Child Law Centre) www.sclc.org.uk Telephone number : 0131 667 6633

EDUCATIONAL PSYCHOLOGY SERVICE

The Educational Psychology Service is part of Education Services. Every school has a link Educational Psychologist providing consultation, assessment, intervention, staff development and project work.

Educational Psychologists can be consulted by schools and others about questions or concerns they have about pupils and how best to support them. The school must obtain the agreement of parents and, where appropriate, the pupil before involving the Educational Psychologist.

PRIMARY TO SECONDARY TRANSFER

Visits to secondary schools are organised before the summer holidays and children from other catchment schools who will be attending the same secondary school will have the opportunity to meet and get to know each other and their teachers.

If you wish your child to attend a secondary school other than the catchment denominational or non-denominational secondary school for your home address, you will be required to make a Placing Request as detailed in the Placing Request section below

You do not need to submit a Placing Request if you want your child to transfer from a non-denominational secondary school or vice-versa at the primary to secondary transfer stage, as long as the intended secondary school is still the catchment school for your home address. Parents of children who are planning to change from denominational to non-denominational or vice-versa between primary and secondary school should ensure that both the primary school and the intended secondary school know what is to happen.

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. Further information can be obtained from the Transport planning Unit, Tel: 01324 504966 / 504724.

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 operates a more generous distance entitlement policy than required by law.

Distance entitled children will be:

- ✓ All children under 8 years of age who live one mile or over from their catchment school.
- ✓ All children over 8 years of age who live two miles or over from their catchment school.

Concessions, details of times of operation, criteria and application forms are available from the Transport Planning Unit within Falkirk Council. Tel: 01324 504724 / 504753.

BEHAVIOUR ON SCHOOL TRANSPORT

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 and they take care not to restrict the view of the school crossing patrol.

SCHOOL MEALS

Primary and Secondary Menus offer healthy and tasty meal options while reflecting the Scottish Government food and drink legal requirements for School Lunches. Special diets and allergies are usually accommodated subject to consultation with parent/carer and the regional dietician. Primary School menus provide 3 daily choices with High Schools providing a range of plated meals, pasta, meals deals and salad boxes.

Meal prices are reviewed annually. The price at August 2010 for a Primary Lunch is £1.55 and £2.05 for High Schools.

FREE SCHOOL MEALS

Some families may be eligible for free school meals. Application forms are available from the School, Falkirk Council One Stop Shops, or can be downloaded from the Falkirk Council website. The forms have to be completed by the parent or carer along with supporting documentation as detailed on the application form. An application is required for every school session. Help with filling out the form, and more information on school meals and grants can be obtained from the Council's Advice & Information helpline on 01324 590599.

Meals can be paid in advance or on the day. Parents may pay at the office or send in payment with the child. It is important that the child looks after the money. It can be useful for the money to be placed in a sealed envelope or a purse.

Children may also bring packed lunches.

HEALTH PROMOTING SCHOOLS

A Health Promoting School is one in which all member of the school community work together to provide pupils with positive experiences and structures which promote and protect their health.

This includes both formal and informal curriculum, the creation of a safe and healthy school environment, the provision of appropriate health services and the involvement of the family and the wider community in efforts to promote health.

Falkirk Council and partner agencies will continue to develop and support opportunities for children, young people and families to make healthier lifestyle choices.

In our schools and communities we will promote services targeting all areas of health.

Healthy eating, physical activities, emotional wellbeing, oral & sexual health

Falkirk Council is committed to the health and wellbeing of all pupils and has supported all schools to achieve Health Promoting School status.

SCHOOL HEALTH SERVICE

Forth Valley NHS Board 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 are in the best possible health to benefit from their education and to provide the Education Authority with advice about the spread of infections and the promotion of good health. This service is provided by staff from Forth Valley Primary Care NHS Trust.

Parents will be given the opportunity to meet the named nurse for the school when their child starts in Primary 1. This will involve the parents completing a health questionnaire for the child and requesting an appointment if required. All children in primary 1 and at other selected stages will be seen to have their height, weight and vision checked. High school pupils are also offered immunisation and at the appropriate time will be issued with a form for information and consent. If you have any concerns with your child's health, which may affect their education, then an appointment can be arranged with your named nurse by contacting the department at the telephone number below. School staff with parental permission can request an appointment with the named nurse at any time. Hearing is no longer being tested in school and teachers and parents are encouraged to report any concern about hearing especially in Primary children. The named nurse will also offer health promotion sessions within the school setting at agreed times with the school. If you wish further details about the content of these sessions then this is available by either speaking to the teacher or contacting the named nurse at the telephone number below.

The school doctor (Community Paediatrician) sees children with Additional Support Needs or with any significant ongoing medical or developmental conditions affecting their education. School staff and parents can request a consultation with the school doctor at any time.

The school dentist carries out dental inspections in Primary 1 and 7, and offers full treatment facilities for those children not registered with a general dental practitioner.

With parental consent, the school health team can refer a child to other specialists such as speech and language therapy, chiropody, occupational therapy, physiotherapy etc.

The School Health Service can be contacted at:-

Area Community Child Health Department,
Stirling Royal Infirmary,
Livilands,
Stirling.
FK8 2AU.
Tel (01786) 434059
Fax no. (01786) 434479

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 then treat it speedily.

Further advice can be obtained from the Health Board head lice leaflet which is available in all schools and health centres. Education 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 Lead Nurse
Primary Care Operating Division
Room 1
Microbiology Lab
Falkirk District Royal Infirmary
Westburn Avenue
Falkirk
FK1 5QE
Tel: 01324 614687

Protecting Children and Young People

Education 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 and Social Work Services when a member of staff has a suspicion that a child might have been abused or at risk of abuse.

Social Work Services will make a decision on whether or not an investigation is necessary and will advise accordingly.

SCHOOL BROCHURE

SECTION FIVE

SCHOOL STATISTICS

RAISING ATTAINMENT

Monitoring performance and using the resulting information to secure improvement is an important part of the work of headteachers, school staff and officers within Education Services.

Details of the school attainment in the areas of reading, writing and mathematics, along with attendance information, can be found in the following pages.

**INFORMATION FOR PARENTS 2010
PRIMARY SCHOOLS**

School: Victoria Primary School	Id No.: 240 - 5743222
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Budgeted Running Costs For Financial Year 2010-2011

School Roll at September 2009	306
Total School Running Costs at April 2010 (£)	1,322,780
Cost per Pupil (£)	4,323

Attendance And Absence For School Year 2009/2010

	Stage							
	P1	P2	P3	P4	P5	P6	P7	P1-7
Total Number of Possible Attendances(Pupil Half Days)	15,527	15,777	15,353	16,542	17,386	14,545	18,194	113,324
Percentage Authorised Absences	7.0	4.7	5.2	5.2	4.5	3.6	5.0	5.0
Percentage Unauthorised Absences	0.9	0.8	1.0	0.6	0.9	1.3	1.1	1.0

**INFORMATION FOR PARENTS 2010
PRIMARY SCHOOLS**

School: Victoria Primary School	Id No.: 240 - 5743222
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5-14 Attainment

	Previous level of performance (June 2009) % P3, P4, P6 and P7 roll attaining or exceeding minimum 5-14 levels for their stage	Present level of performance (June 2010) % P3, P4, P6 and P7 roll attaining or exceeding minimum 5-14 levels for their stage
Reading	70	73
Writing	55	65
Mathematics	73	84

Minimising Overall Absence

	Absence recorded (2008/2009) Average number of half days absence per pupil	Absence recorded (2009/2010) Average number of half days absence per pupil
Absence	22.6	22.8