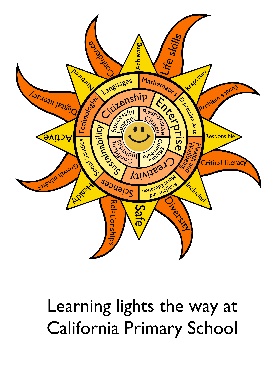


**California Primary School and ELC**



**2024-2025**

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**A Foreword from the Director of Children’s Services**

Session 2024-2025

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 several 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 will focus 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 2024/25 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 Communications Officer for Children’s Services (tel: 01324 506657).

Disclaimer

The information in this school handbook is considered to be correct at the time of publication (Dec 2023), however, it is possible that there may be some inaccuracy by the start of the school term in August 2024

**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:**

1. Link aspects of their learning to the local environment and its heritage
2. Participate on a residential experience where possible
3. Participate in arts, sports and cultural events
4. Participate in environmental projects
5. Participate in a community project
6. Participate in outdoor learning experiences
7. Access appropriate technology
8. Be consulted on and contribute to the decision making process in school
9. Experience work based learning
10. Develop collaborative, social, leadership and other life skills
11. Access academic and vocational learning experiences
12. Access learning experiences designed and / or delivered by relevant partners
13. Reflect upon and be proactive in planning and making choices about their own learning
14. 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:

1. making sure your child goes to school regularly;
2. encouraging and supporting your child with any homework given;
3. showing that you are interested in how your child is getting on at school;
4. encouraging your child to respect the school and the whole school community; and
5. 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/Parent Council

Dear Parent/Carer,

On behalf of the staff, parents and children, we would like to extend a warm welcome to you and your child as part of the school community at California Primary School.

Having celebrated our hundred year anniversary in 2014, we continue to endeavour to prepare the children for the demands of an ever changing world. The central aim for our school is to provide the children with the best possible education that we can, supporting and challenging them as learners.

We seek to create effective partnerships between home and school, giving each child the best possible start to their education.

We hope that this school handbook gives you information about the school, its aims, organisation and curriculum. If would like to further information or discuss anything in more depth, please do hesitate to ask.

Yours sincerely

|  |  |
| --- | --- |
| Belinda Tomasik | Kaeli Pettigrew |
| Head Teacher | Chair of Parent Council |

To make our handbook easy to use we have divided the information into five different sections:-

**Section One – Practical Information about the School**

This section provides you with some background information on our school and our 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:

1. travelling to and from school
2. school meals
3. financial assistance with school clothing, transport and school meals
4. school closures in an emergency or unexpectedly for any reason
5. general supervision available for your child in the morning and at lunchtime
6. wet weather details
7. how the school communicates with parents
8. 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.

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. Most of these policies are available on the school website – [www.california.falkirk.sch.uk/](http://www.california.falkirk.sch.uk/)

**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 Teacher Association/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**

The 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 me.

Belinda Tomasik Kaeli Pettigrew

Headteacher Chair of California Parent Council

California Primary School

California Primary School Pupil Voice – What Children Say About Their School

**I enjoy doing my work especially when we go outside.**

**I love learning all about different art techniques.**

**My learning is great! I learn from my mistakes.**



**I love doing outdoor learning with the younger kids so I can help them learn new things.**

**I like school because I get to see my friends and learn new stuff.**

**I like the daily mile because I get exercise and fresh air and can chat with the teacher and my friends.**

**I like thinking about the jobs I might do in the future.**

**School is fun but challenges me to do my best.**

**Section One – Practical Information about the School**

**Contact Details**

**Head Teacher: Belinda Tomasik**

**California Primary School**

**Main Street**

**California**

**Falkirk**

**FK1 2BW**

**Telephone Numbers: School 01324 506740**

**Website:** [**www.california.falkirk.sch.uk/**](http://www.california.falkirk.sch.uk/)

**E-mail Address californiaprimaryschool@falkirk.gov.uk**

**Twitter:@CaliforniaPrim**

**@CaliforniaELC**

**About the school**

**Stages of Education provided for: Nursery to Primary 7**

Present Roll: School 66

Nursery 15

Denominational Status of the School: Non- denominational

Gaelic Medium Education: No

**Organisation of the School Day**

Start Time: 9:00am

Morning Break: 10:30am

Lunch Time: 12:15-1:00pm

Finish Time: 3:00pm

Nursery: 9:00-3:00pm

Gym: Our PE specialist visits the school on Wednesday of each week and most children have gym on that day. Class teachers will advise parents/carers of additional gym days as appropriate.

Assembly day for all pupils is Friday.

California Primary School has a shared management team with Shieldhill Primary School. The following protocol has been designed across all the schools with shared management teams to provide parents, staff and other colleagues with useful information.

**Shared Management (Learning Community) Protocol**

|  |  |
| --- | --- |
| **Protocol** | **Examples in Practice** |
| **Shared Vision, Values, Aims - School Identity**   1. Each shared management school within that Learning Community will retain its   own identity   1. Shared management schools may have a shared vision, values and aims 2. Staff can be flexibly deployed across the Learning Community to support schools in meeting needs of pupils | 1. Each school keeps its own name, uniform and badge 2. School Handbooks may contain the same vision, values and aims 3. School staff may be asked to work at the other school to meet service needs |
| **Planning Mechanisms**   1. Head Teacher should maintain overall responsibility for quality assurance,   ensuring systems for tracking and monitoring are maintained throughout  the Learning Community.   1. 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. 2. To assist in planning, Head Teachers should work towards the sharing of resources. 3. Aim to merge both School Improvement Plans to a single document. 4. Aim to develop one Standards and Quality Report for the Learning Community, where appropriate, which also recognises the individual identity of each establishment. | 1. Integrated systems for planning, assessment and tracking would be   beneficial when working between shared management schools.   1. 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. 2. A shared management team may choose to share resources e.g. expertise, toys, materials, etc. 3. Where possible, Learning Communities should work together towards a single School Improvement Plan (SIP). 4. 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. 5. 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**   1. Opportunities should be provided for the leadership team, teaching staff and   support staff to work across all shared  management schools. Any location change would be as a result of  consultation with staff.   1. Joint working and activities across the school community will become common practice. 2. Training will include staff across all shared management schools. 3. Reflect on progress within the partnership with colleagues from both/all establishments. 4. 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. 5. Opportunities should be created to promote activities across the Learning Community. | 1. Children will come together when there are relevant opportunities for this to happen e.g. to take part in a specialist lessons, not available in one school, to benefit from outside partners providing learning opportunities and to share transport. 2. Collegiate activities will involve all members of staff in the Learning Community. 3. In the early stages of partnership, termly collegiate meetings focusing on self-evaluation would be beneficial in reviewing partnership progress/ alleviating staff concerns/ making improvements/ building on early successes of the partnership. 4. Joint ventures, sports day, enterprise, curricular workshops, extra-curricular activities can be shared. 5. Joint partnership working, promoting collaborative working amongst stage partners (e.g. P4 Teachers, 1st Level Teachers) across the shared management schools, sharing good practice |

|  |  |
| --- | --- |
| **Communication with parents** – Contacting the HT, DHT and PT   1. 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. 2. Senior management must implement effective and accessible systems to allow all staff to make contact with the head teacher as necessary. 3. Senior management must implement effective and accessible systems to allow all parents to make contact with the head teacher as necessary. 4. 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. 5. A member of the management team will try to attend school events. 6. 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.   1. Admin staff will normally be the first point of contact for parents, who will follow the agreed procedures for communicating with the SMT. 2. 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. 3. Out with the formal meetings Parent Councils can hold other meetings and set up subgroups (e.g. to organise fund raising and functions, consultation responses etc.), which will not generally include the Head Teacher, but the subgroups will report back to the next formal Parent Council meeting. 4. 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). 5. Preferably, meetings will be held Monday to Thursday and must be during term time. 6. Head Teachers in shared management schools will encourage and support Parent Councils to work together. | 1. Meeting dates should be agreed at the beginning of the year between Parent Councils and head teacher to avoid any clashes. 2. 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. 3. 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 change 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. 4. It is suggested that minutes should be shared with the Head Teacher before they are distributed to avoid any inaccurate information being sent out. 5. 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. 6. Develop partnership working between Parent Councils if appropriate – they may choose to remain separate Parent Councils. 7. Consider the possibility of joint meetings for common issues e.g. formal meetings together (or regular contact between chairs of both PCs). 8. Consider whether to hold Parent Council meetings at alternate or neutral venues. 9. Parent Council constitutions may need to be reviewed depending on the decisions taken regarding Parent Councils working together. |

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| **Parent Teacher meetings**   1. Where a HT is responsible for 2 or more schools, this should be managed within the 35 hour working week. 2. Head Teacher will be responsible for organising parents evenings but are not always required to be present. | | 1. At least one senior manager must be present at parents evenings in order to   support staff and parents   1. Parents’ evenings will be planned well in advance as part of schools sharing agreement 2. Parents’ evenings will be held Monday to Thursday during term time |
| **Accessibility - Managing expectations of parents and staff within shared management schools**   1. 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. 2. Head Teachers should be available **by arrangement** for the parents of shared management schools e.g. planned drop in sessions. 3. 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 *Teaching Profession for the 21st Century* (TP21) agreement. | | 1. Parents need to be aware of the change to availability of access to Senior Staff. 2. Parents need to contact the school office to make appointments. 3. The Depute Head Teacher / Principal Teacher must be empowered to act in situations without constantly referring to the HT. 4. Parents should be made aware that they can contact the HT or DHT at the other partner school if necessary. |
| E**vents / Meetings / Engaging with community - Managing events / meetings within the working week**   1. There can be no expectation that Head Teachers (or other staff) will attend events/meetings not organised by the school. 2. HT / DHT or representative will normally attend events/meetings organised by the school e.g. concerts, parent meetings, review meetings, other events etc. 3. Where possible, a single meeting will be held with shared partners such as Educational Psychologist / Support for Learning Teacher 4. Meetings/events to cover issues from all shared management schools. These should be planned well in advance to avoid clashes with other commitments. | 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:   1. events/social functions organised by Parent Council 2. events organised by the community council 3. other community events 4. weekend (Friday-Sunday) and holiday events 5. evening meetings – examine and decide if the meeting really needs to be in the evening and consider alternatives 6. consider meetings during and at the end of the school day (3pm) |

**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

1. 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.
2. Out with 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.
3. 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).
4. Preferably, meetings will be held

Monday to Thursday and must be during term time.

1. Head Teachers in shared management schools will encourage and support Parent Councils to work together

For more information on parental involvement 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/>

The Scottish Parent Teacher Council is the national organisation for PTAs and PAs in Scotland, Parent Councils are members too, and it runs an independent helpline service for all parents. They can be contacted by phone on 0131 474 6199, via website <https://connect.scot/>, email on [sptc@sptc.info](mailto:sptc@sptc.info) or write to SPTC, Mansfield Traquair Centre, 15 Mansfield Place, Edinburgh, EH3 6BB.

1. Meeting dates should be agreed at the beginning of the year between Parent Councils and head teacher to avoid any clashes.
2. 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.
3. 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 not be included as this does not give the Head Teacher a change 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.
4. It is suggested that minutes should be shared with the Head Teacher before they are distributed to avoid any inaccurate information being sent out.

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.

1. Develop partnership working between Parent Councils if appropriate – they may choose to remain separate Parent Councils.
2. Consider the possibility of joint meetings for common issues e.g. formal meetings together (or regular contact between chairs of both PCs).
3. 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.

**FALKIRK COUNCIL: CHILDREN’S SERVICES**

**Agreed Term Dates for Session 2024-2025**

**School year**

Autumn Term begins (for pupils) Wednesday 14 August 2024

Autumn Term ends Friday 11 October 2024

Winter Term begins Monday 28 October 2024

Winter Term ends Friday 20 December 2024

Spring Term begins Monday 06 January 2025

Spring Term ends Friday 04 April 2025

Summer Term begins Tuesday 22 April 2025

Summer Term ends Friday 27 June 2025

**Term Time Public Holidays**

1. Monday 9 September 2024
2. Friday 14 February 2025
3. Monday 17 February 2025
4. Monday 05 May 2025

**Staff Development Days**

1. Monday 12 August 2024
2. Tuesday 13 August 2024
3. Friday 29 November 2024
4. Tuesday 18 February 2025
5. Friday 4th April 2025

**Registration and enrolment**

The date for registration of new P1 school entrants is advertised in all local nurseries, schools, the local press and on the council’s website [www.falkirk.gov.uk](http://www.falkirk.gov.uk). 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.

Pupils who are baptised Roman Catholic are automatically entitled to enrol at the denominational catchment school. All other pupils must make a placing request to attend a denominational school.

Parents who want to send their child to a school other than the catchment school must make a placing request in addition to enrolling their child at their catchment school. 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.

|  |  |  |
| --- | --- | --- |
| **Percentage** | **Number of School Days Annually** | **Number of days missed** |
| 100% | 190 | 0 |
| 95% | 180.5 | 10 days (2 weeks) |
| 90% | 171 days | 19 days (3 weeks, 4 days) |
| 85% | 161 days | 28 days (5 weeks, 3 days) |

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 exceptional 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 Meals**

Primary and Secondary Menus offer healthy and tasty meal options whilst reflecting the Scottish Government food and drink legal requirements for School Lunches. Special diets and allergies are usually accommodated subject to consultation with the parent/guardian and the regional dietician. Primary School Menus provide 3 daily choices with 2 portions of veg and 1 portion of fruit included with every meal choice with High Schools providing a range of plated meals, pasta, meal deals and salad boxes. 2 portions of veg and 1 portion of fruit are included with every meal choice within the balanced core High School menu Meal prices are reviewed annually. Please contact the school to be advised of the current price.

All P1-5 pupils are entitled to a free school meal. In the case of P6-P7 and secondary aged pupils, some families may be eligible to apply to Falkirk Council for provision of free school meals. Further details can be obtained from your child’s 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 and declaration form. The Schools Meals Service will only accommodate a child/ren with a medical referral diagnosed by a medical professional.

**Free School Meals and Clothing Grants**

Falkirk Council provide Free School Meals, and financial support towards the cost of School Clothing and Footwear for families that meet certain eligibility criteria.

**Do I qualify for an award?**

1. To be eligible, you should normally be resident in the Falkirk Council area and your child(ren) must attend any [primary, special or secondary school](https://www.falkirk.gov.uk/places/schools-nurseries/default.aspx) managed by Falkirk Council.

**What is the Current Value of Clothing Grants?**

1. For 2024/25 the Clothing Grant is £125.00 per child/per year for primary school aged children and £155.00 per child/per year for secondary school aged children.

**Do I Need to Apply if My Children are in Primary 1 to Primary 5 and receive Universal Free School Meals?**

1. Free School Meals – No you do not need to apply for Free School Meals if your child is in Primary 1-5.
2. Clothing Grants – Yes, you still need to apply for Clothing Grant for these pupils.

**How is Eligibility Assessed?**

1. Assessment of eligibility is generally based on your household income/circumstances.
2. There are different qualifying thresholds for Free School Meals and Clothing Grant awards.
3. The qualifying criteria can be found on our website here: [www.falkirk.gov.uk/fsm](http://www.falkirk.gov.uk/fsm).

**Will I need to submit an application form?**

1. No - If you received an award during the 2023/2024 school year and you have already been contacted to advise you do not need to re-apply.
2. Yes - If you have never applied before or if you did not receive an award during the 2023/2024 school year.

**How Do I Apply?**

1. You should apply online: [www.falkirk.gov.uk/fsm](http://www.falkirk.gov.uk/fsm)

**When will I receive my award?**

1. We aim to assess applications within 28 days of receiving them. Please make sure that you provide all of the necessary evidence with your application form in order for us to complete our assessment, otherwise any entitlement and awards may be delayed.

**Further Information**

1. More information regarding Free School Meals and Clothing Grant can be found on our website and FAQ’s at [www.falkirk.gov.uk/fsm](http://www.falkirk.gov.uk/fsm).

**Other Support**

There are other sources of support which may be available to families, depending on your circumstances.

1. [Best Start Grant: Pregnancy and Baby Payment](https://www.mygov.scot/best-start-grant/) – Payments for parents of new-borns, or those currently expecting.
2. [Best Start Foods](https://www.mygov.scot/best-start-grant-best-start-foods/) – Payments for parents of children up to 3 years old.
3. [Best Start Grant: Early Learning Payment](https://www.mygov.scot/best-start-grant/) – Payment for parents with children aged between 2 and 3 and half years old.
4. [Best Start Grant: School Age Payment](https://www.mygov.scot/best-start-grant-new/) – Payment for parents of children starting Primary School.
5. [Education Maintenance Allowance (EMA)](http://www.falkirk.gov.uk/ema) – Financial support for 16 -19 year olds continuing at high school.
6. [Young Scot](https://young.scot/the-young-scot-card/) – The Young Scot National Entitlement Card is available free of charge to everyone aged 11-25 living in Scotland.   It can be used to receive discounts, for rewards, and also as proof of age.
7. [Young Persons' Free Bus Travel Scheme](https://www.falkirk.gov.uk/services/roads-parking-transport/transport/young-person-travel.aspx) - Young people aged between 5 and 21 years old are eligible for free bus travel from 31 January 2022.
8. [Help with Welfare Benefits](https://www.falkirk.gov.uk/services/benefits-support/help-with-welfare-benefits.aspx) – Find out if you are claiming all of the support you are entitled to and speak to an adviser for further advice.
9. [Other support for families](https://www.falkirk.gov.uk/covid19/support-for-people.aspx) - Any family facing financial insecurity can also contact our Support for people team for assistance or sign posting to other support. The team can be contacted on 0808 100 3161.

**Education Maintenance Allowance (EMA)**

EMA is a weekly allowance of £30 which you may be able to get if you are:

1. aged 16 to 19
2. attend a Falkirk school (or attend Home Education)

You'll need to meet the terms of your Learning Agreement, and will usually only get EMA for a week where you have 100% attendance.

Check if you are eligible by visiting the [**EMA Scotland website**](https://www.mygov.scot/ema/can-i-get-an-ema/).

**How to apply**

You can apply online at [Education Maintenance Allowance | Falkirk Council](https://www.falkirk.gov.uk/services/schools-education/education-benefits-support/education-maintenance-allowance/).

Make sure you read the guidance carefully and provide all the information that is asked, including any supporting evidence.

**Please Note**: You will need to complete the application with your parent/carer present as some of the questions relate to their circumstances, and they need to sign the declaration.

Make sure you submit your application even if you don't have all the information. The date that we receive your application can make a huge difference to the date we can pay you from (eg you miss the 30 September or 28 February deadlines).

*Deadlines*

|  |  |  |
| --- | --- | --- |
| **Your age** | **Application date** | **Payment start date** |
| **16-19 on or before 30 September** | **Apply on or before 30 September** | **Payments start from beginning of August term** |
| **Apply after 30 September** | **Payments start the week we receive your application** |
| **Turn 16 between 01 October and 28 February** | **Apply on or before 28 February** | **Payments start from beginning of January term** |
| **Apply after 28 February** | **Payments start the week we receive your application** |

**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:

1. develop a school community spirit
2. improves school security by making non-pupils more easily identifiable
3. allows pupils to be easily identified when out of the school, e.g. on trips
4. enhances the school’s reputation within the community; and
5. 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.

Our school uniform is:-

1. Navy blue sweatshirts/fleece/jumpers/cardigans
2. Navy blue or grey trousers/skirts/pinafores
3. White school shirts/blouses/tie or polo shirts
4. Navy gingham dresses (summer)
5. Navy Blazer (not compulsory)



P7 children have a red sweatshirt or cardigan. This is to recognise their senior pupil status and ensure that all children can find them easily if they need help and support.

Embroidered school uniform with the California Primary School logo is available from: [California Primary School - Schools (border-embroideries.co.uk)](https://www.border-embroideries.co.uk/schools/california-primary-school.html)

[For all your uniform needs, quality assured California Primary School (myclothing.com)](https://myclothing.com/california-primary-school/8618.school) or from the BE Schoolwear shop in Falkirk Town Centre

BE Schoolwear  
32 Vicar Street  
Falkirk  
Stirlingshire  
FK1 1JB

Tel 01324 618810

Plain uniform may be purchased from any school supplier e.g. supermarkets, department stores etc.

**P.E. Kit**

During the pandemic it was decided that children would be permitted to come to school already dressed in their P.E. kit on the days when they are scheduled to have a P.E. lesson (2 days per week). Most parents and children found this to be a convenient approach and we have continued with this arrangement, even though the restrictions have now been lifted.

The appropriate clothing and footwear for P.E. are:

1. Plain white T-shirt/polo short
2. Plain navy/black shorts/joggers/leggings
3. Plain navy/black sweatshirt/hoodie (regular school sweatshirt can be worn with P.E. kit as well)
4. Trainers/gym shoes

In alignment with our school uniform philosophy, children should not wear bright or colourful designer sportswear or crop tops for school P.E. lessons.

In line with our school values, we endeavour to provide an inclusive learning environment for all of our families and are mindful of the cost of the school day. We hold a large stock of school uniform items which have been donated by parents whose children have grown out of good quality clothing. If you require any support to source appropriate school uniform or P.E. kits for your child, please contact the headteacher via the school office and she will be delighted to help you to source these.

Please ensure that all items of clothing are clearly labelled, particularly ties, sweatshirts 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.

**Parents Meetings**

All of our schools offer opportunities for parents to discuss their child's progress with teachers through arranged meetings. Arrangements vary from school to school but all parents will be advised of when these meetings will take place. In addition to these set dates, parents are able to contact the school at any time to ask for information or for a meeting. Please see section two of this handbook for more details on home / school partnership.

**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.

Pupils are not allowed at any time in the school car park. All pupils, including nursery children escorted by their parents, should enter the school at the pupil gate in front of the main entrance door. We request that parents adhere to this request to ensure the safety of all pupils.

**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:

1. All children under 8 years of age who live one mile or over from their catchment school by the nearest available safe walking route**\***.
2. 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. 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. Children having school lunches may remain in school during wet weather but, again, supervision is limited.

**Unexpected Closures**

Most closures will be notified to you in writing, in advance, but there are occasions when there is an emergency closure e.g. as a result of power cuts or severe weather. In this event, emergency numbers will be contacted for children to be collected early. 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). 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

**School Health Service**

NHS Forth valley has a statutory obligation to provide health services for all school age children. The aim is to make sure that all children and young people, throughout their school years, are in the best possible health to benefit from their education.

**School Nursing Service**

School Nurses are available **8.30am-4.30pm** all year round, excluding Public Holidays. School Nurses are not based in schools and are part of an integrated community team working from local health centres/clinics. The School Nurse Team offer health screening, health assessments and health reviews.

A health review is offered to all children in primary 1. This involves a parent questionnaire and the opportunity of an appointment with the school nurse to discuss any parental concerns and a review of the child’s growth.

The Falkirk School Nursing team comprises of

1. **Registered** School Nurses
2. Health care support staff

Children/young people, parents/carers can request a health appointment at any time by contacting the service on 01324 679129.

Referral to the School Nursing Service can be made by Education, Social Work, GP or other Health Care Professionals.

The **School Doctor** may also offer appointments to children with a significant medical or developmental condition which affects their education. School staff and parents can request a child be seen.

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

**Infectious diseases**

Colds and tummy upsets are the most common infections affecting children at school. It is important to keep your child at home in the early stages of a cold or until at least 48 hours after an episode of diarrhoea/vomiting to prevent infecting others. For treatment of diseases such as chickenpox or mumps, please consult your GP practice or nurse.

**Head Lice**

Head lice are spread through head to head contact at home, whilst playing or in school. Regular wet combing of your child’s hair using a special comb is the best way to catch this problem early. Specific treatment lotions are available as shampoos are not effective. Two applications should be administered seven days apart. If this is not followed, re-infection is likely.

Further advice is available from leaflets about head lice which are available in all schools and health centres

**Clinics**

Some children are asked to attend clinics (eye clinics, dentist, doctor etc) Please let the school know and arrange for your child to be collected if they must leave school to attend. No child will be allowed away from school without a responsible adult or unless written permission has been received from a parent or carer.

**Immunisation**

**Primary Schools**

Flu vaccines are given every year from Primary 1 onwards by an immunisation team visiting the school. Any child who misses a session can be vaccinated by their GP. Pupils with chronic illnesses such as asthma can visit their GP at any time to receive the vaccine

.

**Secondary Schools**

Pupils are offered several vaccinations such as Meningitis ACWY, a catch-up for the MMR vaccine and a booster for diphtheria, polio and tetanus. From 2019 HPV vaccine will be offered to both boys and girls.

For more information: <https://www.nhsinform.scot/>

**Medicines Administration**

Administration of medicines prescribed by a doctor or dentist is at the discretion of the head teacher but most schools are happy to co-operate. Parents who wish school staff to give medicines should take the medication to school and fill in the appropriate form (MED1). It is also possible to complete another form (MED4) which allows pupils to carry and administer medication themselves, for example inhalers. Prescribed medication should be clearly marked with your child’s name, date prescribed, how often it has to be taken and for how long.

**Pharmacies**

Community pharmacies are trained in providing advice on coughs and colds, high temperature, fever, nasal congestion, minor eye infections, constipation, stomach upsets, fungal infections such as athlete’s foot, and skin problems such as impetigo.

For more information: nhsforthvalley.com

**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." There is not a FV child protection committee, there is forth valley child protection guidance and there is a Falkirk child protection committee

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 members of staff are instructed to notify Falkirk Council and Children’s Services when a member of staff has a suspicion that a child might have been abused, are at risk of abuse or are likely to be exposed to significant harm due to neglect.

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.

Insurance Cover for School Children

Public Liability

Personal Injury

Falkirk Council has in place a Public Liability policy which operates in respect of claims for injury to any third party which includes a pupil whilst under the care of the Council or their employees. In order for liability to be accepted there is an onus to evidence the council was negligible in their acts and was responsible or partially responsible for the injury sustained

Pupil’s Property

It is inevitable that during each session, 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 pupils property which is subsequently lost, damaged or stolen, unless specifically entrusted with a member of staff.

Any claim made for loss or damage to the property left in the care of the school or its employees will have to be submitted, in the first instance to Children’s Services. Following a thorough review of the claim, settlement will only be made if it can be shown that Falkirk Council are legally liable for the loss.

Travel and Personal Accident Cover – Educational Excursions

In order to provide necessary cover for educational excursions Falkirk Council has in place an insurance policy for travel and personal accident which specifically covers any pupil enrolled at a participating establishment. The policy provides compensation for each insured pupil should an incident occur, irrespective of legal liability. There are varying degrees of benefits within the policy, but the key compensation values are noted below.

1. Death £30,000

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

The insurance policy provides accidental bodily injury cover whilst any insured person is undertaking an organised trip (including exchange visits and work experience placement) as long as it is with the authorisation of the school or council and the activities involve a journey outside the premises of the school. The policy also extends to cover overseas travel cover.

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 have 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 in line with our Anti-Bullying Policy: ‘Promoting Positive Relationships in Falkirk’s Educational Establishments’.

**English as an Additional Language**

As part of the Additional Support Needs Service, the Council provides a support service for children who have English as an additional language.  The service supports enrolment and provides staff training and visits to schools to work with those children and young people who require assistance in developing English language skills.

This service can be contacted via email: [EAL@falkirk.gov.uk](mailto:EAL@falkirk.gov.uk)

**Compliments, Enquiries and Complaints Procedure**

Falkirk Council Children’s Services would like you to be completely satisfied with your child's education. As a Council of the Future, we are encouraged to view complaints positively as they help us to continually improve the service we provide. We welcome/encourage feedback on our services from parents, pupils, and members of the public whether it be compliments, enquiries, or complaints.

Please let your school know if you have a compliment, enquiry or a complaint about the service provided so they can investigate and resolve any issues you or your child are experiencing as quickly as possible.

**How do I complain?**

Complaints can be made to schools in writing, by email, on the telephone, or in person.

**Who do I complain to?**

Parents must contact the school in the first instance. Any complaints received by Education Headquarters that have not been initially referred to the school will be redirected back to school to respond.

**What happens with my complaint?**

Complaints are logged on our online complaints handling database (Customer First). Only Children’s Services staff responsible for logging, monitoring progress or responding to complaints have access to this part of the database.

Our complaints procedure has two stages:

1. Stage 1 – Frontline Resolution
2. Stage 2 – Investigation

Stage 1 of our complaint’s procedure allows immediate action to be taken to resolve the problem with an on-the-spot apology or be given to a Principal Teacher or Deputy Headteacher to investigate and respond. If we can’t resolve your complaint at this stage, the next steps will be explained to you.

Complaints that have not been resolved at Stage 1 or are complex and require detailed investigation are investigated at stage 2 of our complaint’s procedure. If a complaint is escalated to Stage 2, it will be allocated to the Head Teacher or another senior member of staff to investigate and respond. Stage 2 is our final opportunity to address your complaint.

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?**

We aim to resolve stage 1 complaints within 5 working days and stage 2 complaints within 20 working days. Occasionally the school may need extra time to investigate when the complaint is complex.

If your stage 1 complaint is received in the final week of term or during a school holiday period, you will be advised that your complaint will resume when staff return.

If your stage 2 complaint is received within the last 2 weeks pf term or during a holiday period, you will be advised that your complaint will resume when staff return.

**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.spso.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?**

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/>

**Section Two – Parental Involvement in the School**

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

*Falkirk Council Children’s Services recently updated our Parental Involvement and Engagement Strategy in consultation with parents. This details a series of actions which we plan to take over a three year period to improve parental engagement with schools and the service and help to break down barriers which many parents experiencing when trying to become involved in the life and work of the school.*

We encourage parental involvement in a variety of ways across the school year including:-

1. Open door policy for parents/carers
2. Transition information and visits
3. Meet the Teacher Event
4. Parent Consultation Meetings (Online and Face to Face)
5. Jotter Day
6. Class curricular afternoons
7. Parental Workshops
8. Concerts, assemblies and events
9. Communication via:-
   1. Class Dojo updates and private messages
   2. School website
   3. Twitter
   4. Text messages
   5. Monthly Newsletters
   6. Phone calls
   7. Homework diaries/Class Notebook (TEAMS)
10. Involvement in Parent Council Events
    1. Discos
    2. School Fair
    3. Other fundraising events

And much, much more!

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



**Parent Councils**

Parents are welcomed to be:

1. involved with their child’s education and learning;
2. be active participants in the life of the school
3. express their views on school education generally and work 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 should –

1. receive information about the school and its activities;
2. hear about what partnership with parents means in our school;
3. be invited to be involved in ways and times that suit you;
4. identify issues you want the Parent Council to work on with the school;
5. be asked your opinion by the Parent Council on issues relating to the school and the education it provides;
6. work collaboratively with the school; and
7. 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:

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

The Parent Council can be contacted by emailing the school at our usual address [californiaprimaryschool@falkirk.gov.uk](mailto:californiaprimaryschool@falkirk.gov.uk%20)

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/>

Connect (formerly the SPTC) the national organisation for PTAs and PAs in Scotland, Parent Councils are members too, and it runs an independent helpline service for all parents. They can be contacted by phone on 0131 474 6199, via website <https://connect.scot/>, email on info@connect.scot or write to Connect, Mansfield, Traquair Centre, 15 Mansfield Place, Edinburgh, EH3 6BB.

**Our Vision, Values, and Aims**

Our Vision, Values and Aims have been developed in collaboration with our whole school community and captured in visual form by one of our pupils.



**Our Vision**

Our vision is a community where all children feel loved, respected and encouraged to develop to their full potential.

**Our Values**

1. *Respect*​
2. *Happiness*​
3. *Learning*​

**Our Aims**:

* + - 1. To maintain a happy, caring environment in which children feel included, safe, nurtured and respected. They feel able to grow and develop to be responsible, healthy, achieving and active
      2. To use the resources available to provide the best possible educational opportunities for the children in our care
      3. To provide a broad general education and a well taught

curriculum, where children have many wide and varied experiences

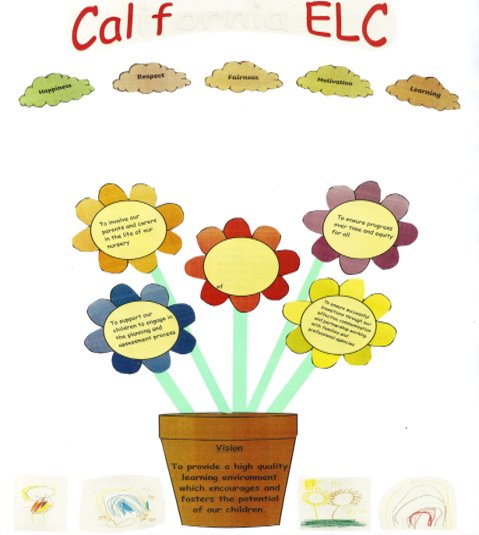
* + - 1. To continue to work in partnership

with parents

* + - 1. To give children opportunities to develop independence that will

enable them to become responsible citizens, confident individuals, successful learners and effective contributors

Our ELC have developed their own unique graphic of their vision values and aims which operate in tandem with the primary school approach.



California ELC

**Ethos**

**Celebrating Success**

In California Primary School we believe it is important to notice and reward pupils who are working hard, while ensuring a respectful environment in our classrooms and wider school.

Our school values are at the heart of our work and form the basis of our school community. The information below, provides an overview of some of the ways we are planning to celebrate the children’s successes in the coming year.

**Classroom – Individual Success**

**Class teachers develop their own systems to recognise and celebrate the successes of individuals. This may include:-**

1. **Jewels**
2. **Stickers**
3. **Stamps**
4. **Dojo points**
5. **Recognition Boards**
6. **Prize Box**



**House System**

**All children are placed into a ‘House’ team when they join us in Primary 1. Children can earn points for their house in a variety of ways:-**

1. **Lining up**
2. **Tidying** 
   1. **desk or classroom**
   2. **lunch hall**
   3. **Jackets/bags in corridors**
3. **Holding doors**
4. **House competitions**

**House points which have been earned in each class are totaled up weekly. At the end of each term the winning house will receive a group reward. Children will be consulted on the nature of the reward through their Pupil Council representative and the House Cup will be awarded.**



**Playground/Lunch Hall Supervisors/Office Staff/Janitors**

**We want to ensure that our pupils make a positive contribution to our school ethos in all areas of the school. Therefore, we have issued our support staff with special wrist bands which they can award to pupil who are going ‘Over and above’ with their good manners and positive behaviour out with the classroom.**

**Children who receive a wrist band, add their photograph to an ‘Over and Above’ Recognition Board in the foyer. The success of these pupils is celebrated at our weekly assemblies.**





**Recognising Children Who Are Consistently READY, RESPECTFUL AND SAFE**

1. **Hot Chocolate Friday – Every 2 weeks, one pupil from each class will be chosen to join the Headteacher for a cup of Hot Chocolate and a snack**
2. **Top Table Lunch – Once per month, one pupil from each class will be chosen to eat lunch with some of our teachers at the ‘Top Table’**



**Wider Success**

**Many of our children participate in a wide range of interests and hobbies and achieve success out with the school environment. If your child has something special you would like us to acknowledge, please send a Dojo photo/message to Mrs Tomasik and we will celebrate their success at our weekly assemblies.**

**Partnerships**

The school has an important role to play within the California Community and works in partnership with local organisations. The school also provides children and families with information about the wider community by supporting events for local people and businesses.

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;

1. 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.
2. Ensuring that staff and adults in the school acts as positive models for pupils.
3. Providing opportunities for members of the school community to come together as a whole to reinforce common values.
4. Providing rich opportunities across all areas of the curriculum to develop mental, social and emotional wellbeing.
5. 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).

**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 legislative 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.

Parents can access Falkirk Council’s Anti-Bullying Policy, ‘Promoting Positive Relationships in Falkirk’s Educational Establishments; on the Council website: [www.falkirk.gov.uk/services/schools-education/policies-strategies/anti-bullying-policy.aspx](http://www.falkirk.gov.uk/services/schools-education/policies-strategies/anti-bullying-policy.aspx)

Relationships Policy/Discipline

Our school believes that positive relationships form the foundation for everything else we believe in and value. We therefore focus on developing positive relationships within our school community in the following ways:

1. Nurturing School Approaches
2. Health and Wellbeing Curriculum
3. Emotion Works Programme
4. Dojo Points
5. House System
6. Rewards for being READY, RESPECTFUL and SAFE
   1. Hot Chocolate Friday
   2. Top Table Lunch
   3. ‘Over and Above’ recognition wall
7. Weekly Success Board Celebrations at Assembly

**Section Three – School Curriculum**

**Curriculum for Excellence**

1. **Learning to Achieve** - Our core educational policy.

This 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.

1. **Curriculum for Excellence** – Bringing **learning to life** and **life to learning.**

Curriculum for Excellence is the vehicle by which we deliver a Quality Education across the **4 Contexts of Learning**. 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 balances the importance of **knowledge** and **skills**. Every child is entitled to a **broad** and **deep** general education, whatever their level and ability. 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.

1. **Responsibility of all**

Every single teacher and practitioner will be responsible for the development of **literacy and numeracy and health & well-being** from Early Level through to Senior Phase.

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.

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 well-being**; to ensure that the school is a place where children feel safe and secure.

**GLOW**, Scotland’s unique, world leading, online network supports learners and teachers. Learners have **individual access** to GLOW through a username and password issued by school.

1. **Developing the Young Workforce**

Developing the Young Workforce (**DYW**) is a seven-year programme that aims to better prepare children and young people from 3–18 for the world of work. This programme **builds on the foundations** already in place as part of Curriculum for Excellence.

**Collaborative working** between primary and secondary alongside **partnership working** builds on your child’s experiences in primary school through secondary school. Curriculum planning and structures in schools have continued to evolve progressively as new qualifications have been introduced alongside traditional subjects. There is now on offer a **wide range of opportunities** for young people to develop their employability skills, gain experiences of the world of work and incorporate work-based learning elements together with employers to explore **direct pathways** into employment.

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

For further information on Learning in Scotland please access the following link: <https://education.gov.scot/parentzone/learning-in-scotland>

Many of our interdisciplinary topics include finding out about the daily work people are engaged in and whenever possible we invite speakers into the school to tell pupils about what their job involves.

The development of literacy and numeracy skills are addressed in all areas of the curriculum.

We encourage children to take part in all after school activities available both in our own and partner school.

We encourage all pupils in the school to be responsible citizens. Our school has a very caring ethos and pupils are encouraged to show respect for others, good manners and care for their environment.

Primary 7 pupils take on a buddying role for Primary 1 pupils, supporting them in the dining room and playground.

Primary 6 pupils are trained in leadership skills by our active sports co-ordinator and some primary 7 pupils attend a leadership course to develop games in the playground.

A pupil from each stage in the school is elected by their class to be their representative on the pupil council and eco council. Every primary pupil is part of a ‘Decision Making Groups’ who meet to make important improvements to our school. The groups meet at least once per term and report on progress to their classmates and at whole school assemblies.

Every year we hold fund raising events such as for Children in Need and Comic Relief.

**Learning to Achieve** – is our core educational policy. Itdescribes 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.

Our curriculum covers the eight areas of literacy, numeracy/mathematics, health and wellbeing, social studies, science, technologies, expressive arts and religious and moral education.

The curriculum is taught through:

Core subjects –

1. maths and numeracy,
2. language and literacy,
3. health and wellbeing across learning

Subject areas –

1. focus on the experiences and outcomes within the subject area to give depth and balance,
2. focus on a curriculum area within an interdisciplinary context for depth and consolidation,
3. focus on a curriculum area not covered within an interdisciplinary context

Interdisciplinary learning –

1. responsive planning within a context.

1. Teachers plan to use the curriculum for excellence experiences and outcomes and an Interdisciplinary Learning grid has been developed.

Numeracy/Mathematics –

The school follows Curriculum for Excellence guidelines for Numeracy and Mathematics and places emphasis on the development of numeracy skills and mental agility, problem solving and real life contexts. A variety of teaching methods is used throughout the school in numeracy and mathematics, including discrete lessons, co-operative working and opportunities are taken throughout the curriculum to develop numeracy skills. Active learning to engage and motivate pupils is encouraged throughout the school.

The teaching of mathematics is divided into three main organisers:



Pupils have access to Education City (on-line numeracy and maths program) both in school and at home. Pupils who have no internet access at home can use the school computers if a homework task is set using Education City.

Our main published resources are Scottish Heinemann Maths, TeeJay Mathematics and Big Maths.

An extensive range of teacher developed active maths resources and activities are used throughout the school.

Literacy

The school follows the Curriculum for Excellence guidelines in Literacy and English. The three organisers for Literacy are:



Listening –One of the most important skills a child can develop is being able to listen to information and instructions. Emphasis is placed on developing listening skills throughout the school.

Talking –We encourage pupils’ confidence to talk in front of audiences, express their opinion clearly and succinctly to others and to participate in group discussions.

Reading –The ability to read well with understanding and for pleasure is one of the most important skills we can develop in our pupils.

No single approach of teaching of reading satisfies the needs of all children. At California Primary we use a range of teaching and learning approaches in teaching reading.

Reading is the early stages is taught following an active learning approach where children learn to recognise letter sounds and phoneme sounds. A listen, say and write approach is used to teach children the sounds and letters. Our main published resource at early and first level is Oxford Reading Tree, an extensive selection of fiction and non-fiction short books which motivate and engage children. We encourage parents to talk to their children about the books when they bring them home.

In the later stages a wide selection of progressive group guided reading novels develop reading skills further. Non- fiction reading is developed across the curriculum in topic work, science and I.C.T.

We also have a large selection of other reading resources in place which may also be used to support individual or small groups e.g. P.M. readers. The primary schools in the Braes Cluster are currently working together to develop, assess and moderate reading skills.

Other materials are available in school and the children are also actively encouraged to choose from our school library books for reading at school and home. Funds raised by the parents were used to refurbish our school library.

Our library is well stocked with a variety of fiction and non-fiction books which children may borrow. We have a wide range of books in the library for Early Years and parents may borrow these books to read at home to their children.

Writing –There are many components to writing.

Handwriting is formally taught from the early years following the Nelson handwriting script. We place a great deal of emphasis on presentation of work.

Phonics and Spelling

We follow an Active Literacy programme from primary 1 onwards for phonics and spelling. Pupils are taught different forms of writing:

Functional

Personal

Imaginative

To continue to raise attainment in writing we have introduced ‘PM Writing’ throughout the school. The lessons follow a consistent pathway of progression and progress is monitored closely by teachers to ensure successful outcomes are being achieved for all learners.

Pupils are encouraged to use interesting vocabulary, correct punctuation and a variety of different ways to start sentences.

Children’s writing is most successful when they know the audience they are writing for e.g. wall displays, projects, booklet, letters and parents are encouraged to be audiences for their children’s writing and to encourage writing at home.

Expressive Arts –California Primary School has visiting specialist in Music.

Specialist teachers liaise with class teachers and plan their work to integrate with the topic being studied in the class. Timetables are drawn up to ensure that the maximum number of children benefit from their expertise. Class teachers consolidate the work of the specialist and also ensure that pupils are offered a variety of experience in Drama, Music, Art and Design.

Expressive Arts places special emphasis on developing creativity, imagination and personal response.

All members of an identified class receive violin tuition and it is also possible for pupils who show greatest aptitude to receive individual tuition on a variety of musical instrument – (subject to availability of staff).

Social Studies

Social studies, develop skills and knowledge and understanding of people, past events and societies; people, place and environment, people in society, economy and business.

Work in Social Studies is developed around a series of topics chosen for the appropriateness of the age of the children at different stages in the school, to provide opportunities for cross curricular learning and interdisciplinary learning, and are planned to ensure progression of skills and knowledge throughout the school. A wide variety of learning experiences are presented to the children through the content of the topic. Children may have pre-topic assessment and the outcomes of their investigations, in whatever form, are evaluated by the children themselves as well as the class teacher at the end of the study. Research and study skills are highlighted throughout the topics and opportunities are given for children to develop their special interests.

Sciences

Science is taught as a discrete subject area as well as being incorporated in interdisciplinary learning.

Science is organised under 5 headings:

1. Planet earth
2. Forces, electricity and waves
3. Biological systems
4. Materials
5. Topical Science

Technologies –Children require to be able to access information and use modern technology confidently in our modern society.

Every classroom, including the nursery has a computer and interactive whiteboard. Many of the interactive whiteboards were purchased with money raised by our parent organisations.

Every child has access to an iPad to enhance their learning and there is also a small computer suite which is accessed by most children. Pupils are encouraged to develop computer skills and to access information safely using the internet. We have purchased a range of on-line resources to enhance pupils learning including Education City literacy and mathematics which pupils can access at home along with GLOW.

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

Modern Languages in the Primary School – French is introduced to pupils from P1 in line with the Scottish Government’s 1+2 language programme. This continues throughout the school. The Spanish language is also taught from P5 to P7 in our school.

Health and Wellbeing –Learning in health and wellbeing develops knowledge and understanding, skills, capabilities and attributes in young people in mental, emotional, social and physical wellbeing; planning for choices and changes; physical education, physical activity and sport; food and health; substance misuse, relationships and sexual health and parenthood.

A specialist physical education teacher teaches all classes in the school once a week and class teachers take their class for P.E. during the week, ensuring pupils receive two hours of physical education a week.

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.

**Active Schools**

The goal of Active Schools is to provide more high quality opportunities to participate in sport within schools. We also aim to ensure that these opportunities are well connected to and supported by other local, regional and national partners.

We work with Physical Education (PE) professionals to ensure better coordination between PE and school sports and also to encourage the development of more physically active children and young people.

While our focus is sport, our activities connect to the wider landscapes of play, dance, exercise and active living – we know that a joint effort is required to deliver the health and performance related fitness our children and young people deserve.

Within Falkirk Council we have an Active Schools Manager, nine Active Schools Coordinators (Primary) and nine Active Schools Coordinators (Secondary). The Coordinators work within their respective Primary and High Schools clusters to provide further opportunities for physical activity, sport and play. We also have a coordinator designated to disability sport.

[Active Schools Falkirk | Falkirk Council (falkirkleisureandculture.org)](https://www.falkirkleisureandculture.org/sport/active-schools/)

Follow us on @falkirksport

**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. It provides opportunities to reflect on schools as communities of learners often from different cultural and social backgrounds with a wide range of beliefs. It recognises that individual, personal development is founded on respect for oneself and for everyone else.

Qualifications from National 3 to Advanced Higher are available to secondary school pupils in the study of Religious, Moral and Philosophical Studies.

**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.

Roman Catholic schools follow the customs and practices of the Roman Catholic Church in order to nourish spirituality and faith and religious education is governed by separate church guidance.

**Withdrawal from Religious Instruction and Religious Observance/Time for Reflection**

Parents who wish to exercise their right to withdraw their child from religious observance are encouraged to discuss their intention with the Headteacher in the first instance to enable them to make a fully informed decision. Thereafter parents who wish to proceed 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 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.

Where participation involves children travelling or staying late after school, written permission for children taking part is required from parents.

**Play Pedagogy and Active Learning**

Curriculum for Excellence emphasises the value of an active learning approach. Active learning is engagement of the brain whilst participating in learning experiences.

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 ensure 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 individualised targets help pupils to assess their own learning.

**Learning at Home**

The school’s homework policy can be found here <http://www.california.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.

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.

**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 fitments 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 resource. Any loss of school or Council property should be reported immediately to the school.

**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.

All classes from Primary 1 to Primary 7 have physical education for at least 1 hour with a specialist physical education teacher.

The other hour of physical education is delivered by pupils’ class teacher to ensure the required 2 hours of quality physical education.

A planned annual programme ensures progression in a range of skills. Over the year pupils experience and develop skills in team games, development of fitness, dance, gymnastics and athletics.

The nursery class uses the hall every week and develop physical skills during outdoor play and activities in the nursery classroom.

We are in the fortunate position that all classes can be accommodated every week in the main hall and we also have a large, tarmacked area and extensive grass area where physical education classes can be delivered outdoors in suitable weather.

For safety reasons pupils **must** remove all earrings and jewellery for P.E. classes.

Pupils require shorts, t-shirt/polo shirt and non- marking gym shoes. Trainers worn outside are not allowed for indoor P.E. classes. 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.

Please ensure your child has the appropriate kit for PE.

**Assessment and Reporting**

There are a variety of ways to assess progress and ensure that children and young people achieve their potential. Effective assessment practice within schools and establishments include:

1. Learner involvement in setting personal targets and next steps
2. On-going self-evaluation by learners, staff and school leaders
3. Identification of strengths and next steps
4. A range of approaches to assessment
5. A variety of evidence gathered informally on a day-to-day basis or formally at certain points throughout the year (not exclusively - Teachers’ professional judgement, Scottish National Standardised Assessments, National Qualifications)
6. Moderation of standards using Education Scotland Benchmarks
7. Consideration of data analysis and performance information

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.

1. Within schools and establishments, finding out about your child’s progress includes:
   1. Attending parents’ information evenings
   2. Discussing progress with teacher staff and school leaders by appointment
   3. Attend open evenings/afternoons including “meet the teacher” events
   4. Reading learning logs or diaries (which usually invite parents/carers to comment)
   5. Summary Reports (sent home to parents/carers including an invite to make comments)
   6. 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.

**Transfer 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. Children transfer from California Nursery Class to California Primary School in August each year. Preparations are made for this transition throughout the previous session and particularly in the last term where the nursery children go into the P1 class or the P1 teacher goes into the nursery. The nursery children take part in many school activities e.g. concerts, assemblies so are very used to being in the school with the older children. Buddies are identified from the P6 class and these pupils go into the nursery to meet and interact with the children on several occasions. When the nursery children come to school their buddies help them to find their way around, help them to hang up their coats and get into class, take them to the toilet, take them for dinners etc. In this way, they quickly become familiar with school routines.

The nursery children are very used to the school environment and have gym in the school hall, visit the school library and occasionally have their snack in the school dining room in the summer term.

A parents meeting is held in June for children starting primary 1 and children starting the nursery are invited to visit the nursery with their parents in the term preceding their placement.

**Daily routine in the Nursery Class**

We have a planned routine which we follow most days. We find that children are happier when they feel secure, and they learn best when they are happy. Most children like to have an idea of the pattern of their day and so you will hear them talk about ‘story time’ or ‘tidy up time’. Normally we start by welcoming the children and discussing the things that have happened since we last saw them.

Staff ensure there are a wide range of resources and activities available to our children, which act as a provocation for exploratory learning. Children are encouraged to develop social and intellectual skills at their own pace within a supportive and nurturing environment.

Sometimes children will be proud to bring home a painting, drawing or model but will also be working hard in other areas of the nursery, such as the sand, water, or house corner, where there may be no end product.

**The Nursery Curriculum**

Curriculum for Excellence is for children 3 – 18 so is also relevant to the Nursery curriculum. The eight areas of learning are:

1. Expressive Arts
2. Health and Wellbeing
3. Literacy and English
4. Numeracy and Mathematics
5. Religious and Moral Education
6. Sciences
7. Social Studies
8. Technologies

We try to give the child practice at thinking things through for themselves, and the confidence to try new things which might not be successful for the first time.

Sometimes this is done by suggesting an alternative, or by demonstration, or simply by talking about the problem.

We plan activities for each of the areas above, with the intention of covering the curriculum in a balanced way over the year. Lots of our activities, naturally, cover more than one area at a time.

**Section 4 - Support for Pupils**

**Getting It Right For Every Child (GIRFEC)**

Getting it Right for Every Child (GIRFEC) is underpinned by the United Nations Convention on the Rights of the Child (UNCRC). The UNCRC was produced in 1989 and contains 54 Articles specifically for children, recognising the special care and protection they need throughout childhood to experience the full range of human rights: civil, cultural, economic, political, and social rights.

The Scottish Government is committed to recognising, respecting, and promoting children’s rights as part of its wider commitment to improving life chances for all children and young people. The UNCRC lies at the heart of the Scottish Government’s policy and practice.

[UNCRC: the foundation of Getting it right for every child - gov.scot (www.gov.scot)](https://www.gov.scot/publications/uncrc-the-foundation-of-getting-it-right-for-every-child/)

Getting it Right for Every Child (GIRFEC) is the Scottish Government’s approach to improving 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, their families, and those responsible for their care, to provide quick and effective support. To support the GIRFEC approach, the Children and Young People (Scotland) Act 2014 ensures key parts of GIRFEC are within law.

**Wellbeing**

The GIRFEC approach looks at eight areas of wellbeing. These are recognised as required areas which children and young people need to flourish both now and in the future.

|  |  |
| --- | --- |
| The eight wellbeing indicators are: | |
| Safe | Active |
| Healthy | Responsible |
| Achieving | Respected |
| Nurtured | Included |

These enable the adults responsible for the care and wellbeing of children and young people to provide them with support. These areas help children and young people, families, those responsible for their care, and services, to identify any needs. Through a collaborative approach children and young people, families, those responsible for their care, and services will use these eight wellbeing indicators to identify any need and respond with appropriate planned solutions and supports.

This approach provides a common language and areas to focus on when gathering information about a child and young person’s world, to ensure they are growing and developing (UNCRC Article 6).

[Policies & strategies - Getting it Right for Every Child (GIRFEC) | Falkirk Council](https://www.falkirk.gov.uk/services/children-families/policies-strategies/girfec.aspx#:~:text=Getting%20it%20Right%20for%20Every%20Child%20(GIRFEC)%20is%20the%20Scottish,support%20when%20it%20is%20needed.)

**Main Contact**

In 2019, the Scottish Government repealed the relevant sections of the Children and Young People (Scotland) Act 2014 relating to the Named Person service. A named person was defined as a central point of contact for children, young people, and parents. This person had the responsibility for providing families with information for getting the support if, and when, they needed it. As a result of the Scottish Government’s decision, education authorities are no longer legally required to provide this service.

Every child and young person will still have a main contact within a school establishment to support and promote their wellbeing. The role of the main contact is to act as the first point of contact for children, young people, those responsible for their care, and families.

If the main contact is not available, please speak to another member of staff who will be able to help. During school holidays an officer from Children’s Services Headquarters will provide the advice and support you may require.

**Family Support Services**

Family Support services work in partnership with families, schools, and other agencies to support young people’s wellbeing from early intervention to more intensive support.

Children, young people, and families may require additional support at different times in their life due to changing circumstances, such as: following a bereavement, trauma, illness, increased anxiety, and transition points in life. Support can be tailored to meet the individual needs of children, young people, and families, when they need it most and as locally as possible.

A request for support can be made through a member of school staff (main school contact) who will be able to talk with you, gather information and your family’s views. This helps identify the most appropriate service.

Support can be delivered in school, at home or in the community, on an individual or group basis.

**Protecting Children and Young People**

Article 19 of the UNCRC states that all children and young people have a right to be protected from violence, abuse and neglect. Children’s Services have an important role in identifying children and young people who are at risk of abuse or are being abused.

Falkirk Council has clear procedures for all staff to follow. Headteachers or designated members of staff are instructed to notify Falkirk Council and Children’s Services when a member of staff has a suspicion that a child might have been abused, are at risk of abuse or are likely to be exposed to significant harm due to neglect.

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.

To support children and young people, Falkirk Council has a Child Protection Lead Officer and child protection guidelines, training, and policy guidance.

**Additional Support Needs**

As with all local authority schools in Scotland, this school operates under the terms of the Education (Additional Support for Learning) (Scotland) Act 2004 (amended 2009) and its accompanying Code of Practice. This has been strengthened through the Children and Young People (Scotland) Act 2014.

Further details of the policies and procedures can be found on the Falkirk Council website:

[www.falkirk.gov.uk/services/schools-education/additional-support-needs/](http://www.falkirk.gov.uk/services/schools-education/additional-support-needs/)

Children, young people, and families will work together with this school, other agencies and professionals to provide the best possible educational provision to meet their needs within the resources available. This may include working with Social Work Services, Educational Psychology Service, and the National Health Service.

**Support for Pupils**

The school makes provision for pupils with additional support needs throughout their education (UNCRC Articles 23, 28 and 29)

1. each teacher differentiates the Curriculum for Excellence within their class to provide educational targets and objectives suited to their age and stage of development
2. the school has an experienced Support for Learning Teacher or Pupil Support Teacher to co-ordinate and organise support for children
3. the school can utilise Support for Learning Assistant time for exceptional cases

For the children and young people who require further support, the GIRFEC wellbeing indicators, and other assessments, may be used to identify their additional support needs. Those involved in helping to complete a rounded picture of assessment are referred to as the Team Around the Child (TAC) (UNCRC Article 3).

Members of the TAC may include the following. Depending on the circumstances, others may be involved.

1. the child or young person (UNCRC Article 12)
2. parents or carers
3. others responsible for the care of the child or young person
4. school staff
5. social work
6. Children’s Rights Officer
7. ASN Advisor

The Team will also draw up and review plans to meet the identified needs. Their activities are co-ordinated by the Lead Professional, who is responsible for ensuring plans are implemented and has an overall picture of the child or young person’s progress.

If you believe your child may have unrecognised additional support needs, your first point of contact should be the child’s class teacher (primary) or their Guidance teacher/Pastoral Head (secondary).

Disputes and Resolution in Additional Support Needs

Schools and Early Learning Centres (ELC) do their best to support and respond to the needs of their children and young people. It is important for good communication between home and school so that should a problem arise, it can be identified and discussed as soon as possible.

In the first instance, the school or ELC should be contacted directly. If the matter cannot be satisfactorily resolved, services from centrally based staff may be called upon: 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. This is a free service to parents, carers, and young people. It offers an independent mediation service by fully trained, experienced mediators in neutral venues and operates with a child- centred approach. Their services, called Resolve, may be arranged by the Additional Support for Learning Adviser, or accessed directly by parents and carers.

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

1. **Enquire** – the Scottish advice and information Service for additional support for learning managed by Children in Scotland: [www.enquire.org.uk](http://www.enquire.org.uk), info@enquire.org.uk 0345 123 2303
2. **Resolve: ASL** - to contact the service, or to find out more: [www.childreninscotland.org.uk](http://www.childreninscotland.org.uk), [info@childreninscotland.org.uk](mailto:info@childreninscotland.org.uk) Sandra Mitchell, Mediation Manager [smitchell@childreninscotland.org.uk](mailto:smitchell@childreninscotland.org.uk) Children in Scotland, Thorn House, 5 Rose Street, Edinburgh EH2 2PR
3. **Scottish Independent Advocacy Alliance** - [www.siaa.org.uk](http://www.siaa.org.uk), [enquiry@siaa.org.uk](mailto:enquiry@siaa.org.uk) 0131 510 9410
4. **Let’s Talk ASN Scotland** - is a Scottish Government funded service for the parents of children with additional support needs and run in partnership with Barnardo’s. The service provides legal representation in appropriate education law cases to parents or pupils. It also provides advocacy support for families with a right of reference to the ASN Tribunal for Scotland., c/o Govan Law Centre, [letstalkasn@edlaw-org.uk](mailto:letstalkasn@edlaw-org.uk) 0141 445 1955
5. **Children and Young People’s Commissioner Scotland** - [www.cypcs.org.uk/about/](http://www.cypcs.org.uk/about/)

More detailed information about Falkirk Council’s ASN service can be found here:

[Falkirk Council Additional Support Needs | Supporting Children & Young People with Additional Support Needs Across Falkirk Council (glowscotland.org.uk)](https://blogs.glowscotland.org.uk/fa/asnfalkirk/)

**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:

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

**Educational Psychology Service**

The Educational Psychology Service is a statutory service with a role to provide advice to both the school and parents. Educational Psychologists work in collaboration with teachers, parents and other professionals to support children and young people with their learning and development, and to make the most of their lives.

Every school and pre-five establishment has a link Educational Psychologist who provides consultation, assessment, intervention, training and project work. The Service works within the Staged Intervention Approach of Children’s Services.

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> where there is helpful information for parents.

Parents can contact the service directly on Educational Psychology Service [educationalpsychologyservice@falkirk.gov.uk](mailto:educationalpsychologyservice@falkirk.gov.uk) or 01324 506600. Please ask for the link psychologist for your child’s school or the Principal Educational Psychologist.

**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, private nursery or childminder which is in partnership with Falkirk Council.

Children become eligible for pre-school education as follows:

1. 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)
2. 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.

Applications for the forthcoming academic session are accepted from 1st December to 28th February and can be submitted online through the Falkirk Council website at <https://www.falkirk.gov.uk/services/children-families/early-learning-childcare/elc-admissions.aspx>

Only one application form should be completed. The application form asks for the 1st, 2nd and 3rd choice of ELC Class or Centre, the form should be submitted along with the child’s birth certificate and proof of address. Please note you will need to create a MyFalkirk account before applying.

Applications are then allocated according to the criteria detailed n 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**

Each establishment has a detailed approach to ensure a smooth transition for children to primary school. This involves nursery and primary staff working together to share information about children’s progress and achievements which will inform future planning.

**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 506608 in the Children’s Services, on the website - [www.falkirk.gov.uk](http://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.

The authority will place adverts in the local press and nurseries advertising the date(s) for enrolment.

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](http://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.

**Registration and enrolment**

The date for registration of new P1 school entrants is advertised in all local nurseries, schools, the local press and on the council’s website [www.falkirk.gov.uk](http://www.falkirk.gov.uk). 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.

Pupils who are baptised Roman Catholic are automatically entitled to enrol at the denominational catchment school. All other pupils must make a placing request to attend a denominational school.

Parents who want to send their child to a school other than the catchment school must make a placing request in addition to enrolling their child at their catchment school. 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.

Parents can also make a formal request for their child to attend Gaelic Medium Education. Falkirk does not currently have a school with Gaelic Medium Education, however if there is a request for 5 or more preschool children to attend Gaelic Medium Education the following year, we would do our upmost to accommodate this. Otherwise we can support parents in applying to a Gaelic Medium School in a neighbouring authority.

**Primary to Secondary Transfer**

There are a range of activities that take place to ensure that all children are well supported as they move from Primary 7 to 1st year, and these are all decided by each secondary school and its associated primary schools.

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. Opportunities for senior pupils from secondary schools to visit classes in their associated primaries offer further reassurance and can help supportive peer relationships to be developed before S1 begins.

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 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**

The headteacher or some staff from the secondary school, visit our Primary 7 pupils in their own classrooms over the course of the year. Then in June the pupils due to transfer after summer, are invited to see around their new school. There are many opportunities throughout the year to work cooperatively with pupils from other cluster schools, giving the children many opportunities to meet up with their peers and make new friendships before making the transition to high school.

We make every effort to identify children who may need additional support with transition and liaise with secondary colleagues to provide an enhanced experience, such as summer school, identification of key teachers and additional visits.

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

Braes High School

Newlands Road

Brightons

Falkirk FK2 0DE

Tel. No. 01324 719551

**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](http://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 of March each year. Reponses 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 of 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.

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.

**Standards and Quality Reports – Operational Guidance**

Schools and centres must provide an annual Standards and Quality Report (SQR) as a record of the progress made with the annual improvement plan. The SQR should be based on the results of on-going self-evaluation which is rigorous, effective and based on consideration of impact. This self-evaluation should be informed by How good is our school? 4th edition (HGIOS?4) and/or How good is our early learning and childcare? (HGIOELC?) and How good is OUR school? It should give a clear indication of where the school is now in relation to its process of continuous improvement.

It should state clearly and briefly the progress towards the National Improvement Framework (NIF) priorities and drivers and Children's Services NIF Improvement Plan priorities. The report should be written using evaluative language.

**The National Improvement Framework key priorities are:**

1. Placing the human rights and needs of every child and young person at the centre of education
2. Improvement in children and young people’s health and wellbeing
3. Closing the attainment gap between the most and least disadvantaged children and young people
4. Improvement in skills and sustained, positive school-leaver destinations for all young people
5. Improvement in attainment, particularly in literacy and numeracy

**The 6 drivers of improvement identified in the NIF are**:

1. School and ELC leadership
2. Teacher and practitioner professionalism
3. Parent/career involvement and engagement
4. Curriculum and Assessment
5. School and ELC improvement
6. Performance information

Parents can access our most recent Standards and Quality Report by following the link to our school website below:

[California Primary School - School Reports](https://www.california.falkirk.sch.uk/school_information/school_reports/school_reports.html)

**School Improvement Plan**

Each year we plan to achieve further improvement of our school.

Further information is available on request from the headteacher.

**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.

Information on how this data is used and what the Scottish Government and its partners do to protect the information supplied to them can be found via the link below:

<https://www2.gov.scot/Topics/Statistics/ScotXed/PrivacyInformation>

For more information on why we transfer educational data to the Scottish Government and third parties, please see the Primary page on the Falkirk Council website : [www.falkirk.gov.uk/privacy](http://www.falkirk.gov.uk/privacy)

**Concerns**

If you have any concerns about the ScotXed data collections you can email the Head of Schools Analysis at [**ScotXed@gov.scot**](mailto:ScotXed@gov.scot) or write to Education Analytical Services, Area 2D, Victoria Quay, Leith, EH6 6QQ.

**Websites**

You may find the following websites useful.

<https://education.gov.scot/parentzone/> [http://www.parentzonescotland.gov.uk/](http://www.parentzonescotland.gov.uk)- 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>[http://www.hmie.gov.uk/](http://www.hmie.gov.uk) - parents can access school and local authority inspection reports and find out more about the work of Education Scotland.

<https://education.gov.scot/parentzone/>[http://www.scottishschoolsonline.gov.uk/](http://www.scottishschoolsonline.gov.uk) - parents can find out about individual schools. They can choose a school and select what type of information they need such as Education Scotland reports, exam results, stay on rates and free school meal entitlement.

[www.falkirk.gov.uk](http://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

<http://www.ltscotland.org.uk/> - provides information and advice for parents as well as support and resources for education in Scotland

<http://www.equalityhumanrights.com/> - contains information for everyone on equality laws within the government and local authorities.

Scottish Attainment Challenge: [1. Introduction - Scottish Attainment Challenge: framework for recovery and accelerating progress - gov.scot (www.gov.scot)](https://www.gov.scot/publications/scottish-attainment-challenge-framework-recovery-accelerating-progress/pages/3/), [Scottish Attainment Challenge | Learning in Scotland | Parent Zone (education.gov.scot)](https://education.gov.scot/parentzone/learning-in-scotland/scottish-attainment-challenge/) and [Scottish Attainment Challenge | Learning resources | National Improvement Hub (education.gov.scot)](https://education.gov.scot/improvement/learning-resources/scottish-attainment-challenge/)

Curriculum for Excellence: [What is Curriculum for Excellence? | Curriculum for Excellence | Policy drivers | Policy for Scottish education | Scottish education system | Education Scotland](https://education.gov.scot/education-scotland/scottish-education-system/policy-for-scottish-education/policy-drivers/cfe-building-from-the-statement-appendix-incl-btc1-5/what-is-curriculum-for-excellence/)

National Improvement Framework 2022: [Education - Achieving Excellence and Equity: national improvement framework and improvement plan 2022 - gov.scot (www.gov.scot)](https://www.gov.scot/publications/achieving-excellence-equity-2022-national-improvement-framework-improvement-plan/) and [National Improvement Framework | Learning in Scotland | Parent Zone (education.gov.scot)](https://education.gov.scot/parentzone/learning-in-scotland/national-improvement-framework/)

**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