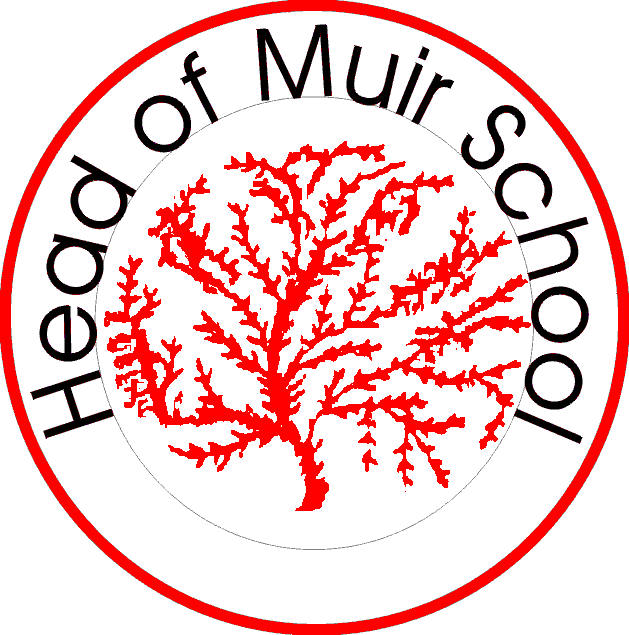
Head of Muir

Primary School and ELCC

School Brochure

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:

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

### How can you help?

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

As a parent, you can help your child by:

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

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

# Welcome from the Head Teacher

It is my pleasure to welcome you to the learning community of Head of Muir Primary School and Early Learning and Child Care Class.

Head of Muir Primary serves the western area of the town of Denny and the village of Dennyloanhead. We are situated 5 miles west of Falkirk. Denny is ideally placed for access to all motorways and within easy reach of Glasgow and Edinburgh.

Head of Muir Primary School is a non-denominational primary school. It is a uniquely designed building mainly on one floor with access and facilities for disabled people.

It opened its doors in the autumn of 1978 and can accommodate 450 children aged between 4 ½ and 12 ½. There are 4 communal areas serving 13 classrooms. In addition to these learning areas, there is an information centre, consisting of a computer suite and a library. Our visiting Art Specialist has a dedicated base. We also have a multi-purpose hall and our own kitchen.

Within the school we have our own Early Learning and Child Care class with capacity for 64 children. Both school and our ELCC are protected by a security system with controlled entry for all entrance/exit doors.

The children have access to a choice of learning and teaching approaches. They benefit from whole class, group and individual learning and teaching. The importance of interactive, collaborative learning is recognised. Differentiation is the norm, in order to cater for the needs of all our children. The children are also encouraged to self and peer assess i.e. to be a critical friend.

We aim for every child to have a safe, happy, active and creative primary education in an environment that is caring and supporting. We encourage our children to be independent and successful learners, developing into confident individuals, effective contributors and responsible citizens.

We are fully committed to the adoption of the purposes, principles and values and vision established through A Curriculum for Excellence.

Partnership working is valued here at Head of Muir Primary. We work very closely with many agencies including; the police, speech and language therapy, psychologists, social workers, health professionals, our local community and of course parents and carers. It is only through these partnership links that we can fully ensure that each child will reach their full potential.

Learning and teaching are at the heart of all we do in school. Therefore we strive to make learning real. It is where possible, experiential, linking across all curricular areas, showing the relevance to ‘the real world’ and in doing so, giving the children a real sense of purpose in their learning. Our children are involved in their learning, discussing what and how they will learn and sharing their learning with their peers, teachers, families and our community.

If you would like to know more about any aspect of life here at Head of Muir Primary or have any concerns regarding aspect of your child’s education, please do not hesitate to contact me at school where an appointment will be made as soon as possible.

The Head of Muir team consists of highly skilled, dedicated and committed individuals, all of whom look forward to working with you to help your child/children achieve success.

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

# Section One – Practical Information about the School

This section provides you with some background information on our school (and our ELCC). It tells you how our school day and school year are made up and how to contact the school if, for example, your child is ill.

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

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

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

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.

**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 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.

Liam McLaren

Head Teacher

# Welcome from the Chair of the Parent Council

Dear Parents and Carers,

I am Layne, your current Chairperson for our Parent Council / PTA. My role is to ensure you, the parent forum, gain closer insight and better understanding of our school and how together, we can aim for continual improvement.

We recognise that parents are important and make a real difference to children’s learning – when parents are involved, children and young people do better and achieve more. It is our collective aim to work together with everyone involved in school life – parents, learners, teachers, school staff and the wider community – to support the school.

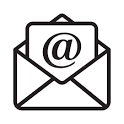
It is my commitment as well as the Parent Council, to make sure that all parents have a say in their children’s education – and are comfortable to express their views and wishes. As an effective, Parent Council we shall direct you via the correct channels. We want to listen, hear your opinions and feedback to the Parent Forum.

Keep up to date via the following socials as well as our Parent Council newsletter:

Head of Muir PS Parents



@HeadofMuirPSPTA



homp.parentcouncil@gmail.com

Please do not hesitate to contact me if you feel we could help in any way or if you need a friendly chat.

Finally, thank you for the continual support throughout the year and for making Head of Muir Primary and ELCC the best Community.

Layne White

**Chairperson**

**Head of Muir PC / PTA**

# Section One – Practical Information about the School

Contact Details

|  |
| --- |
| Name of Head Teacher: Mr Liam McLaren  Name of School: Head of Muir Primary School  Address: Haypark Road  Head of Muir  Denny  FK6 5JZ  Telephone Number: 01324 503170  Website: <http://www.headmuir.falkirk.sch.uk/>  E-mail Address: [headofmuirprimaryschool@falkirk.gov.uk](mailto:headofmuirprimaryschool@falkirk.gov.uk) |
|  |
|  |

About the school

|  |
| --- |
| Stages of Education provided for : ELCC to Primary 7  Present Roll 258 (in addition to capacity for 64 in our ELCC)  Denominational Status of the School (if any): Non-denominational |

## Organisation of the School Day

|  |
| --- |
| **Start Time: 09:00**  **Morning Break: 10:30**  **Lunch Time: 12:15**  **Finish Time: 15:00**  **Assembly days for pupils are on a Monday mornings.** |

**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 Thursday 03 April 2025

Summer Term begins Tuesday 22 April 2025

Summer Term ends Friday 27 June 2025

**Term Time Public Holidays**

* Monday 9 September 2024
* Friday 14 February 2025
* Monday 17 February 2025
* Monday 05 May 2025

**Staff Development Days**

* Monday 12 August 2024
* Tuesday 13 August 2024
* Friday 29 November 2024
* Tuesday 18 February 2025
* Friday 4th April 2025

**Registration and enrolment**

The date for registration of new school entrants is advertised in all local nurseries, the local press and on the council’s website [www.falkirk.gov.uk](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. 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 Dress Code**

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

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

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

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

Our uniforms are supplied by LogoExpres and Border Embroideries. Orders can be placed directly with the suppliers:

Logoxpres Ltd

Unit 4, Kings Court,

9 Glentye Road

Broadleys Business Park,

Stirling,

FK7 7LH

Telephone: 01786 447454

[sales@logoxpres.co.uk](mailto:sales@logoxpres.co.uk)

<https://www.logoxpres-schoolwear.co.uk/Head-of-Muir-PS/>

<https://www.logoxpres-schoolwear.co.uk/Head-of-Muir-NRS/>

Border Embroideries (BE Uniforms  
Unit 1 Duns Road Industrial Estate

Greenlaw

Berwickshire

TD10 6XJ

## Email

##### Web Order Queries

[info@beuniforms.co.uk](mailto:info@beuniforms.co.uk)

##### School Enquiries

[support@beuniforms.co.uk](mailto:support@beuniforms.co.uk)

<https://www.border-embroideries.co.uk/search/head%20of%20muir>

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

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

In certain circumstances, appropriate clothing will be necessary for school activities for safety reasons, e.g. in games areas, science laboratories and technical workshops; this extends to the wearing of suitable footwear and even, on occasion, to the length of pupils’ hair and the wearing of jewellery and earrings.

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

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

**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.

**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?**

* 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?**

* 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?**

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

**How is Eligibility Assessed?**

* Assessment of eligibility is generally based on your household income/circumstances.
* There are different qualifying thresholds for Free School Meals and Clothing Grant awards.
* 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?**

* 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.
* 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?**

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

**When will I receive my award?**

* 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**

* 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.

* [Best Start Grant: Pregnancy and Baby Payment](https://www.mygov.scot/best-start-grant/) – Payments for parents of new-borns, or those currently expecting.
* [Best Start Foods](https://www.mygov.scot/best-start-grant-best-start-foods/) – Payments for parents of children up to 3 years old.
* [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.
* [Best Start Grant: School Age Payment](https://www.mygov.scot/best-start-grant-new/) – Payment for parents of children starting Primary School.
* [Education Maintenance Allowance (EMA)](http://www.falkirk.gov.uk/ema) – Financial support for 16 -19 year olds continuing at high school.
* [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.
* [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.
* [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.
* [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.

**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.

**School Clothing Grant**

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

Clothing grants are available for children who live in the Falkirk Council area and who are in compulsory education at any of our [**primary**](http://www.falkirk.gov.uk/places/schools-nurseries/primary-schools/), [**special**](http://www.falkirk.gov.uk/places/schools-nurseries/asl-schools/) or [**secondary**](http://www.falkirk.gov.uk/places/schools-nurseries/secondary-schools/) schools. Pupils attending some special schools outside the area may also be eligible for this grant.

School clothing grants are not available to children attending [**nursery schools**](http://www.falkirk.gov.uk/places/schools-nurseries/nursery-schools/), nursery classes or other pre-5 centres.

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

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

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

# Travel to and from School

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

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

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

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

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

Distance entitled children are:

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

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

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

### Pickup points

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

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

# General Supervision

Before school begins supervision is very limited, therefore pupils should not arrive at school until at least 8:50am.

During intervals Support for Learning Assistants and the Senior Leadership Team supervise the children. There is always access to the building and the children are made aware of this. For further information on these arrangements, please contact the school.

## School security

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

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.

Communication with Home

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

# Unexpected Closures

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

**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)

**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’.

**Compliments, Enquires 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:

* Stage 1 – Frontline Resolution
* 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/>

**Other School Policies**

Are available from the Headteacher upon request.

**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 9am-5pm 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

* School Nurses
* registered staff nurses
* 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

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 school child whilst under the care of the Council or employees, however the onus is on the claimant to prove that the Council has been legally negligent.

Pupil’s Property

Each session, unfortunately but inevitably, pupil’s property is lost, damaged or stolen from school. Parents are therefore discouraged from allowing their children to carry expensive items of personal belongings to the school and are reminded that a standard household policy can be extended to provide a degree of cover for personal items taken away from the home. Falkirk Council are not legally responsible for lost, damaged or stolen items unless specifically entrusted to a staff member nor loss or damage caused by another pupil.

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

Travel and Personal Accident Cover – Educational Excursions

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

1. Death £30,000

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

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

# Section Two – Parental Involvement in the School

## Parents Welcome

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

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 welcome parents to participate in the life of our school in a variety of ways including parents’ evenings, class assemblies and events, classroom visits, use of e-mail, website, twitter, text messages, letters, newsletters and phone calls.

We strive to be an ‘open’ school with direct and easy access. We strive to be responsive to communications as soon as is possible.

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



**Parental Involvement**

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| At Head of Muir Primary School we welcome parent volunteers recognising that there is a wealth of experience, opportunity and skills within our learning community. We welcome parents for one off visits (perhaps on a specialist topic related to class learning) or regular support (to support reading, create resources). If you are interested in volunteering, please don’t hesitate to contact me through the office.  Parents are kept informed of school events through regular emails, letters, newsletters, our school webpage and Twitter. Parents are welcome to telephone, email, visit or write to the school. Parents are free to send in notes to teachers and staff are aware of the circumstances when these should be passed onto the Headteacher.  Parents are regularly contacted to seek their views on current issues via the school or Parent Council. We have a planned programme of self-evaluation which involves seeking parental views on a range of subjects.  Further details can be found through the Parental Involvement Strategy on Falkirk Council website - <http://www.falkirk.gov.uk/services/schools-education/school-life/parent-councils/> |

**Parent Councils**

Parents are welcomed to be:

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

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

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

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

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

The main aims of the Parent Council are:

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

**Parent Council Chairperson – Mrs. Layne White**

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/>

**School Ethos**

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| **AIMS, Vision and Values**  At Head of Muir Primary, children come first. We aim to equip them with the skills, attitudes and expectations for them to develop their capacities as responsible citizens, confident individuals, effective contributors and successful learners.  We want our children to engage in the highest quality learning activities which focus on outcomes and maximise their success as learners.  Head of Muir Primary School children, staff and parents are very proud of our school. We work hard to create a positive ethos of achievement where everyone is made welcome, is included and success is celebrated. Children, staff, parents and our community are encouraged to ‘live our values’. It is important to ensure that the ethos and climate contribute positively to the quality of the learning and teaching.  At Head of Muir Primary we recognise that the primary school has an immense influence on children’s educational experiences. We are committed to a positive behaviour approach. We have recently introduced our Community Group system which allows every pupil to have a voice within the school for developing our learning community.  We are fully committed to the adoption of the purposes, principles and values and vision established through A Curriculum for Excellence.  **Our School Aims**   * To offer a curriculum that provides young people with the best possible learning opportunities and experiences * To ensure that all pupils are able to realise their potential through the promotion and recognition of achievement and excellence * To enable all pupils to enjoy the highest quality learning experiences by fostering a positive attitude to their learning * To encourage creativity * To ensure all members of our learning community have respect for all * To ensure all pupils feel safe and secure in an ethos of social inclusion and equality * To encourage all members of our learning community promote and live a healthy lifestyle * To ensure all staff play an active role in the leadership and management of learning and are engage in high quality personal professional development * To encourage entrepreneurial experiences * To ensure effective partnerships and encourage links between staff, pupils, parents, carers and the wider community.   **Our Vision**  We have a clear vision for our school. We believe our school should be:   * a community school where children come first * an inclusive school with an ethos of achievement and encouragement * a place to feel safe * a place to feel active and healthy * a place to have fun   **Our Values**  Underpinning our vision are our key values  Respect - for all  Unity – working together for a common purpose  Fairness – for all  Determination – to do our best  Children, parents, staff and the community of Head of Muir identify strongly and are proud to be associated with our school. We work hard to create a welcoming atmosphere where parents and members of the community are encouraged to be involved in the life of the school.  **Our Curriculum Rationale (this is currently under review)**  In 2014-2015, the school developed its curriculum rationale in consultation with all stakeholders. The following was agreed.  *We would like our children to have good skills in literacy and numeracy through a challenging and enjoyable curriculum. We want them to be happy and confident with a safe and secure environment where they can develop transferable skills for life. We want them to understand the wider meaning of respect and be confident in their abilities.*  *(Reviewed 2014-2015)*  To achieve this vision it is essential that we develop a structured curriculum which ensure that all children are provided with learning opportunities that recognise and celebrate their uniqueness, develop their full potential, allow them to fulfil their aspirations within and beyond the school gates and prepare them to meet the challenges of the 21st century.  Our curriculum embeds the four aspects of learning experiences and the seven principles of curriculum design. Through its delivery we aim to deliver the six entitlements that include coherency, a broad general education, personalised support and developing skills. All of these combine together to allow children to develop as confident individuals, effective contributors, successful learners and responsible citizens.  Skills are developed through an ‘I can’ approach across all years within the delivery of the curriculum. The development of skills is essential to learning and will help provide pupils to develop as lifelong learners and to reach their full potential. Our curriculum focusses on the development of the key skills of communication, problem solving, personal and social awareness and interaction. In particular, it places key emphasis on the acquisition of literacy and numeracy skills.  In June 2017 our school community worked with a graphic artist to represent our vision value and aims, curriculum rationale and our understanding of equity and poverty visually. This represents the views of all our stakeholders.  During 2018-2019, the Early Years also developed a curriculum rationale ‘Learning Through Play at Head of Muir’. The rationale looks at the pedagogy behind play based learning and what experiences children might have in the early years when learning.  **Illustration of School Ethos and Values** |
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Development of Pupils’ mental, social and emotional wellbeing

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

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

* Creating a school ethos which, in every way possible, gives value to these aspects of development, especially by providing an overall atmosphere that is both caring and challenging and which provides opportunities for exercising rights and responsibility.
* Ensuring that staff and adults in the school acts as positive models for pupils.
* Providing opportunities for members of the school community to come together as a whole to reinforce common values.
* Providing rich opportunities across all areas of the curriculum to develop mental, social and emotional wellbeing.
* Taking every opportunity within the curriculum and across the under work of the school to celebrate diversity and promote equality.

Religious Education is part of the schools’ programme at all stages and is taken by the class teacher. The Minister associated with our local church, visits us regularly and leads some of our assemblies. The school has the responsibility to provide the opportunity for religious observance at least six times throughout the year in addition to traditional celebrations. Parents have the right to withdraw their child from religious observance. We also hold services at Christmas, Easter and End of Term within the school.

The school will make arrangements to provide children and young people from religions other than Christianity with opportunities to observe the conditions of religious festivals e.g. Ramadan.

**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).

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| At Head of Muir Primary School we are ‘soaring to success’. Our goal is for every child to be happy, confident, achieving and a successful individual.  To create the best learning environment for this to happen, the children have developed a set of guidelines and expectations for behaviour reflecting our schools rules and philosophy. With the help of these we hope to create a safe and environment for all throughout the school and in particular the classrooms.  We aim to reward those who have behaved according to the rules and have helped in the smooth running of our school and classrooms. We have agreed a list of incentives and rewards for those pupils who consistently have excellent behaviour including lunch with the Head Teacher, certificates etc. We have also agreed upon a list of consequences for those who choose not to follow the rules and thereby obstruct other children from happily learning and achieving.  Our rules   * Follow instructions * Use your indoor voice * Be polite – say please and thank you * Put your hand up * Take turns * Put things away * No teasing or name calling   Our rewards   * Praise * House points or class rewards * Stickers, stamps and certificates * Golden Time   Our consequences   * Warning * Time-out (Behaviour game or class based incentive programme) * Loss of Golden Time star * Referral to member of Management Team |

**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)

# Section Three – School Curriculum

**Curriculum for Excellence**

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

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

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

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

Curriculum for Excellence balances the importance of **knowledge** and **skills**.

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

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

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

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

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

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| **Curriculum for Excellence balances the importance of knowledge and skills.**  The curriculum should be designed on the basis of the following principles:   * Challenge and enjoyment * Breadth * Progression * Depth * Personalisation and choice * Coherence * Relevance   The principles must be taken into account for all children and young people.  They apply to the curriculum both at an organisational level and in the classroom and in any setting where children and young people are learners.  The principles will assist teachers and schools in their practice and as a basis for continuing review, evaluation and improvement. They apply to the curriculum at national, education authority, school and individual levels and must be taken into account for all children and young people.  Although all should apply at any one stage, the principles will have different emphases as a child or young person learns and develops.    Every child is entitled to a broad and deep general education, whatever their level and ability. Every single teacher and practitioner will be responsible for literacy and numeracy – the language and numbers skills that unlock other subjects and are vital to everyday life.  It develops skills for learning, life and work to help young people go on to further study, secure work and navigate life. It brings real life into the classroom, making learning relevant and helps young people apply lessons to their life beyond the classroom. It links knowledge in one subject area to another helping children understand the world and make connections. It develops skills so that children can think for themselves, make sound judgements, challenge, enquire and find solutions.  There’s personal support to help young people fulfil their potential and make the most of their opportunities with additional support wherever that’s needed. There will be a new emphasis by all staff on looking after our children’s health and wellbeing – to ensure that the school is a place where children feel safe and secure.  Ultimately, Curriculum for Excellence aims is to improve our children’s life chances, to nurture successful learners, confident individuals, effective contributors, and responsible citizens, building on Scotland’s reputation for great education.  The curriculum areas are the organisers for ensuring that learning takes place across a broad range of contexts, and offer a way of grouping experiences and outcomes under recognisable headings.    The experiences and outcomes describe the expectations for learning. Taken together, experiences and outcomes across the curriculum areas sum up national aspirations for every young person: the knowledge and understanding, skills, capabilities and attributes we hope they will develop.  The eight curriculum areas, each of which makes its own unique contribution to developing the four capacities. Each does so both within its own disciplinary contexts and through connections with other areas of learning.  The eight curriculum areas are:   * Expressive arts * Health and wellbeing * Languages * Mathematics * Religious and moral education * Sciences * Social studies * Technologies |

**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.

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

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| Curriculum for Excellence defines five levels of learning. The first four levels are described in the experiences and outcomes, with progression to qualifications described under a fifth level, the senior phase.  The path most children and young people are expected to follow through the levels reflects the stages of maturation of children and young people and the changing ways in which they engage with learning as they develop.  Some children and young people will start learning at these levels earlier and others later, depending upon individual needs and aptitudes. The framework is however designed to be flexible in order to permit careful planning for those with additional support needs, including those who, for example, have a learning difficulty and those who are particularly able or talented.  While children and young people should feel that the transition from one stage of learning to another is smooth, they should still be able to look forward to the excitement of starting nursery, primary school and secondary school, and finally to moving on to positive and sustained destinations.   |  |  | | --- | --- | | Level | Stage | | Early | The pre-school years and P1, or later for some. | | First | To the end of P4, but earlier or later for some. | | Second | To the end of P7, but earlier or later for some. | | Third and Fourth | S1 to S3, but earlier for some. The fourth level broadly equates to Scottish Credit and Qualifications Framework level 4.  The fourth level experiences and outcomes are intended to provide possibilities for choice and young people's programmes will not include all of the fourth level outcomes. |  *If you require further information about the Curriculum for Excellence, please visit:*[*https://education.gov.scot/*](https://education.gov.scot/) |

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

# Learning at Home

The school’s homework policy can be found here https://www.headmuir.falkirk.sch.uk/

Practitioners provide home learning activities to support reinforcement of learning or to encourage pupils to apply learning in different ways, often in real life situations.

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

**Care of Books / Materials**

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

**Sensitive Aspects of Learning**

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| Learning in health and wellbeing ensures that children and young people develop the knowledge and understanding, skills, capabilities and attributes which they need for mental, emotional, social and physical wellbeing now and in the future. Learning through health and wellbeing enables children and young people to:   * make informed decisions in order to improve their mental, emotional, social and physical wellbeing * experience challenge and enjoyment * experience positive aspects of healthy living and activity for themselves * apply their mental, emotional, social and physical skills to pursue a healthy lifestyle * make a successful move to the next stage of education or work * establish a pattern of health and wellbeing which will be sustained into adult life, and which will help to promote the health and wellbeing of the next generation of Scottish children   Children and young people should feel happy, safe, respected and included in the school environment and all staff should be proactive in promoting positive behaviour in the classroom, playground and the wider school community.  Good health and wellbeing is central to effective learning and preparation for successful independent living. This aspiration for every child and young person can only be met through a concerted approach. We aim to work with parents and partners closely to ensure the health and wellbeing of all pupils is enhanced.  Head of Muir Primary aims to embed aspects of health and wellbeing throughout the curriculum, however each year, lessons focussing on sexual health and relationships are delivered within each class as a ‘stand-alone’ programme. The programme’s content is available for parents to discuss with class teachers or a member of the management team before it is delivered within class. Class teachers will inform parents of the timing of this block of lessons as part of regular communications. |

**Religious Instruction and Observance**

**Religious Instruction**

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

Religious Instruction may include visits to local places of worship, and/or visits from representatives of places of worship. This helps children and young people to develop knowledge and understanding of faiths, especially those with which they are less familiar.

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

**Religious Observance/Time for Reflection**

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

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

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

**Extra-Curricular Activities**

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

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

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

**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.

**Falkirk Council Children’s services is committed to providing all primary school pupils with 2 hours high quality Physical Education.**

High quality Physical Education is essential to develop and improve:

· positive personal qualities

· physical fitness

· cognitive skills e.g. problem solving, decision making

· physical competencies e.g. balance, coordination, rhythm

· general health and wellbeing.

A Falkirk Council Primary School Physical Education Programme should be:

· **Planned**

The Physical Education specialist and the classroom teacher are jointly responsible to ensure coverage of all Physical Education experiences and outcomes

· **Diverse**

Learners should experience a wide range of purposeful and challenging physical activities e.g. competitive, cooperative, aquatic, creative, high energy, relaxing, group, individual, indoor, outdoor.

· **Progressive**

Learners should have opportunities to build on prior learning and extend their range and application of skills.

· **Enjoyable**

Learners should actively engage in their learning thus experiencing a sense of achievement and enjoyment.

·To ensure all pupils receive their 2 hours quality Physical Education entitlement. Pupils with additional support needs should receive the same physical education experiences as other pupils. Where an activity is not suitable for a particular pupil, it will be adjusted so that their experience is equally fun, appropriately challenging and educationally equivalent to that of their peers.

· To provide information on Physical Education days, times, activity programme and clothing requirements for both indoor and outdoor activities

· To ensure that learners’ progress in Physical Education is reported on to parents and carers.

**Physical Education should:**

· inspire learners to participate and achieve in a variety of activities

· challenge and motivate learners to do the best they can

· create opportunities for enjoyment through practical activity

· encourage learners to establish and maintain a healthy and fulfilling active lifestyle.

**Active Schools**

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

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

[www.falkirkcommunitytrust.org/sport/active-schools](http://www.falkirkcommunitytrust.org/sport/active-schools)

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| **Assessment and Reporting**   * Effective assessment practice within schools and establishments includes:   + Learner involvement in setting personal targets and next steps   + On-going self-evaluation by learners, staff and school leaders   + Identification of strengths and next steps   + A range of approaches to assessment   + A variety of evidence gathered informally on a day to day basis or formally at certain points throughout the school year   + Consideration of data analysis and performance information   + Moderation of standards using Education Scotland Benchmarks * Achievement of a Level & Scottish National Standardised Assessments (SNSA):   Learner’s progress is defined within the following levels:   |  |  | | --- | --- | | Level | Stage | | Early | Pre-school and P1 however may be later for some | | First | To the end of P4 however may be earlier or later for some | | Second | To the end of P7 however may be earlier or later for some | | Third & Fourth | S1 – S3 however this may be earlier for some | | Senior Phase | S4-S6 and college or other means of study |   Achievement of a level means that the learner has achieved a breadth of learning across the curriculum area and has met the appropriate benchmarks; that they have responded consistently well to the level of challenge in their learning and can apply what they have learned in new and unfamiliar situation.  From August 2017, National standardised assessments have been introduced to all schools across Scotland in aspects of reading, writing and numeracy, for all learners in P1, P4, P7 and S3.  These assessments sit alongside a wide range of other evidence including ongoing classroom assessment of all aspects of literacy and numeracy. They cannot be used alone to confirm judgements of achievement of a level.   * Within schools and establishments, finding out about your child’s progress includes:   + Attending parents’ information evenings   + Discussing progress with teacher staff and school leaders by appointment   + Attend open evenings/afternoons including “meet the teacher” events   + Reading learning logs or diaries (which usually invite parents/carers to comment)   + Summary Reports (sent home to parents/carers including an invite to make comments)   + 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.  Throughout the year we have an Open Door Policy where we welcome parents and friends of Head of Muir Primary into the school. |

# Section Four – Support for Pupils

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

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

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

**Wellbeing**

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

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

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

**Role of Named Person**

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

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

The Named Person is also available to other practitioners who may have concerns about the wellbeing of a child or young person which cannot be addressed within their own services. Consent to share information, whether being shared with or by the Named Person, will always be obtained and meaningful discussion will take place with families to ensure the right support is offered. The exception to this would be if child protection concern is identified and there is a risk to the child or young person.

When the Named Person is not available, another member of staff in school will be able to help. During school holidays an officer from Children’s Services Headquarters will provide the required advice and support.

## Family Support Service

Across Falkirk there are a number of services who can support children. Young people and their families from early intervention to more intensive support.

The main aim of these services is to increase the wellbeing of young people and their families.

Children, young people and their parents may require additional support at different times in their life e.g. following a bereavement, illness, transition, when experiencing anxiety, behaviour issues, during or after changes in family circumstances.

Support is tailored to meet the individual needs of children & families, when they need it and as locally as possible.

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

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

**Protecting Children and Young People**

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

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

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

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

# Additional Support Needs

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

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

## Support for Pupils

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

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

* each teacher differentiates the Curriculum for Excellence within their class to provide educational targets and objectives suited to their age and stage of development
* the school has a Support for Learning Teacher to co-ordinate and organise support for children
* the school can allocate s Support for Learning Assistant on a basis of need exceptional cases

## Disputes and Resolution in Additional Support Needs

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

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

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

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

**Educational Psychology Service**

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

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

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

**Pastoral Support**

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| At Head of Muir Primary we pride ourselves on our ethos. We endeavour to support families throughout their child’s progression through nursery and school. We work in partnership with parents and local support agencies to ensure all children and families are receiving the support that may be required from time to time. Any families who are seeking support, guidance or advice are welcome to meet with the headteacher for a confidential discussion. |

**Transitions**

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| Liaison is well established with Denny High School so that your child’s transfer to secondary education will be as smooth and enjoyable as possible.  During your child’s last year in primary school you will be informed of transfer arrangements and our transition programme. This programme includes visits from Denny High School staff to Head of Muir Primary and a two day visit by children to the high school usually taking place in June.  There is an enhanced transition programme in place for pupils with additional needs who may require further support for transition to high school. Through our Staged Intervention process, these pupils are identified and their strengths and development needs are discussed with staff from the high school to ensure a positive transition experience. Parents and pupils are involved within this process and their views are important to the planning. |

**Early Learning and Childcare Provision**

The school’s early learning and childcare class provides places for children aged 3-5 years.

ELCC provision is non-denominational, which allows children of parents from all religions and beliefs to attend.

Attendance at the ELCC does not guarantee a place in the primary school.

ELCC hours are as follows: 09:00 to 15:00

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

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

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

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

Application forms are available from all primary schools and ELC Centres and can also be downloaded from the Falkirk Council web-site at [www.falkirk.gov.uk](http://www.falkirk.gov.uk).

Only one application form should be completed. The application form asks for the 1st, 2nd and 3rd choice of ELC Centre, the form should be returned to any school, ELC Centre, One Stop Shop or can be sent directly to ELC Admissions Team, Suite 1A, 4 Stadium Way, Grangemouth, Falkirk FK2 9EE.

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

Applications are then allocated according to the criteria detailed 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>

**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 506621/506608 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.

# Primary to Secondary Transfer

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

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

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

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

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

Pupils with Additional Support Needs

Secondary school Pastoral and Support for Learning/Pupil Support teachers make visits to the Primary 7 class to get to know the children and their needs, including any Additional Support for Learning needs. Transition activities and information gathering around additional support needs of individual pupils should take place as early as Primary 5. This helps with enhanced transition arrangements for those children for whom the move to secondary school may present particular challenges.

Moving to the denominational secondary school

*Children who are baptized Catholic*

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

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

*Children who are non-Catholic*

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

*Moving between denominational and non-denominational schools*

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

###### Catchment Secondary School

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| *Denny High School*  *Herbertshire Park*  *Denny*  *FK6 6EE*  *Telephone: 01324 827 440* |

# 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, Suite 1A, 4 Stadium Way, Grangemouth, Falkirk FK2 9EE.

Placing request for Primary 1 and Secondary 1, commencing in the next school session, should be made by the 15th 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 March for Primary 1 and Secondary 1 will not be considered in the first round of Placing Requests. Parents / Carers will be notified of the outcome of their request within 8 weeks of receipt.

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

**Mid-Session Transfers**

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

**Transport for Placing Requests**

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

# Section Five – School Improvement

**Raising Attainment**

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

The most up to date information regarding the Achievement of Curriculum for Excellence Levels for our school can be found at:

<https://education.gov.scot/scottish-education-system/policy-for-scottish-education/policy-drivers/cfe-(building-from-the-statement-appendix-incl-btc1-5)/What%20is%20Curriculum%20for%20Excellence>?

Further information about our school’s performance can also be found at <https://education.gov.scot/parentzone>.

**Standards and Quality Report**

Every year each school publishes a Standards and Quality report which highlights the school’s major achievements.

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| |  | | --- | | * To further enhance teaching and learning within the early level by developing a developmentally appropriate curriculum centred on play * Review of Positive Behaviour Policy and impact on pupil behaviour across the school. * To enhance digital literacy skills across school through engagement in Digital Schools Award programme |   **School Improvement Plan**  **Key priorities for improvement planning 2021-2022**  • Enhance Digital Literacy across all stages of school through  engagement in Digital Literacy School Awards  • Further enhance the developmentally appropriate curriculum for ELCC, Primary 1 and Primary 2 and evaluate the interactions between children and adults with reference to shared sustained thinking  • Review of Effective Teaching and Learning through planning  **What is our capacity for continuous improvement?**   |  |  |  | | --- | --- | --- | | **Quality Indicator** | **School self-evaluation**  **(March 2018)** | **Inspection Evaluation**  **(March 2017)** | | 1.3 Leadership of change | Good | Good | | 2.3 Learning, teaching and assessment | Good | Good | | 3.1 Ensuring wellbeing, equity and inclusion | Good | Good | | 3.2 Raising attainment and achievement | Good | Satisfactory |   **Care Inspectorate gradings (March 2018)**   |  |  | | --- | --- | | Quality of care and support | 5 - Very Good | | Quality of environment | 5 - Very Good |   **Education Scotland Inspection**  In March 2017, the school and nursery were inspected by a team from Education Scotland (HMIE). The team of eight inspectors visited all classes and the nursery and met with members of the Senior Management Team, staff groups, parents and partners to evaluate our self-evaluation in six key areas. These included:   * 1. **Self evaluation for self-improvement**   **2.2 Curriculum (chosen by school, no grading given)**  **2.3 Learning, teaching and assessment**  **2.7 Partnerships (chosen by nursery, no grading given)**  **3.1 Ensuring well-being and equality**  **3.2 Raising attainment and achievement**  The inspection team published their report in June 2017.  The inspection team found the following strengths in the school’s work:   * Confident and friendly children who are enthusiastic about their learning. * Passion and commitment of staff within the nursery class to provide an environment where the wellbeing of children and families is paramount. * Headteacher and depute, along with the whole staff team who demonstrate a collective commitment to taking forward school improvement. * Strong approaches to transition which help children move successfully on to P1.   The following areas for improvement were identified and discussed with the Senior Management Team and a representative from Falkirk Council:   * Improve consistency in learning and teaching to ensure all children experience high quality learning. * Continue to monitor the development of the curriculum to ensure the attainment of all learners improves. * Extend further the range of opportunities across all area of learning for children to develop their leadership skills and contribute to school improvement. * Further develop approaches to self-evaluation to ensure continuous improvement.   Further information and the detailed report can be found at:  <https://education.gov.scot/inspection-reports/falkirk/5745527> |

#### Transferring Educational Data About Pupils

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

**Concerns**

If you have any concerns about the ScotXed data collections you can email the Head of Schools Analysis, Mick Wilson, at [mick.wilson@scotland.gsi.gov.uk](mailto:mick.wilson@scotland.gsi.gov.uk) 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/> - parents can find out about everything from school term dates to exam results. This site also offers information for pre-5 and post school. It also lists relevant publications for parents and provides hyper-links to other useful organisations.
* <https://education.gov.scot/inspection-reports> - parents can access school and local authority inspection reports and find out more about the work of Education Scotland.
* [www.falkirk.gov.uk](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
* <https://www.equalityhumanrights.com/en/commission-scotland> - contains information for everyone on equality laws within the government and local authorities.

# Glossary

ASL – Additional Support for Learning

ASN – Additional Support Needs

CFE - Curriculum for Excellence

CLD – Community Learning and Development

DHT - Depute Headteacher

EMA – Education Maintenance Allowance

SMT- Children’s services Management Team

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