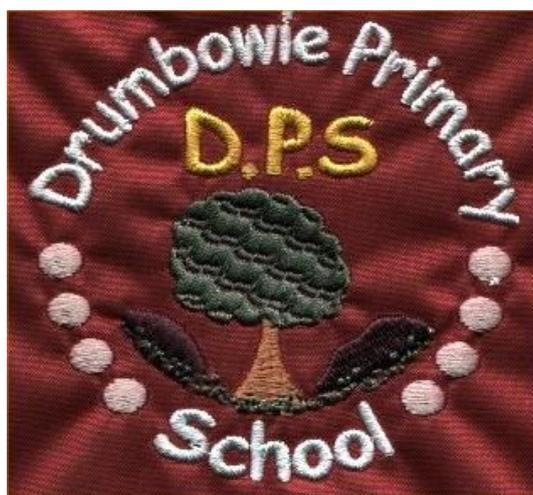


Drumbowie Primary School



School Brochure
2021 - 2022



Falkirk Council
Children's Services



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A Foreword from the Director of Children's Services

Session 2021-22

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

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

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

We are pleased to introduce this handbook for session 2021/22 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

DISCLAIMER

The information in this school handbook is considered to be correct at the time of publication (December 2020), however, it is possible, particularly as the result of the COVID19 pandemic, that there may be some changes/inaccuracy by the start of the school term in August 2021.

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 506600).

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 Drumbowie Primary School. Drumbowie Primary School has close links with Avonbridge Primary School and together, both schools form Avonbridge and Drumbowie Learning Community. Within this Learning Community, each school maintains its own unique position within their own communities but share developments and experiences for both staff and pupils. We believe that this enhances the learning and teaching experiences for both learning communities.

We are very proud of our school and we look forward to welcoming you and your child to our learning community and to working in partnership with you. Our motto is “Doing our best, achieving success” – this is a very important message for all our learners, and one we will be constantly reinforcing when your child starts school.

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

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

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 nursery). It tells you how our school day and school year are made up and how to contact the school if, for example, your child is ill.

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

- travelling to and from school
- school meals 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. Many of our policies are available on the school website – www.drumbowie.falkirk.sch.uk

Section Two – Parental Involvement in the School

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

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

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

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

Section Three – School Curriculum

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

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

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

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

Section Four – Support for Pupils

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

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

Section Five – School Improvement

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

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

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

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

Caroline J. Sweeney
Headteacher
Drumbowie Primary School

Section One – Practical Information about the School – Contact Details

| | |
|-----------------------------|---|
| Name of Head Teacher | Mrs Caroline J. Sweeney |
| Name of School | Drumbowie Primary School |
| Address | Main Street, Standburn, FK1 2HS |
| Telephone Number | 01324 861223 |
| Fax Number | 01324 861531 |
| Website | www.drumbowie.falkirk.sch.uk |
| E-mail Address | drumbowieprimaryschool@falkirk.gov.uk |

About the school

| | |
|---|-------------------------------|
| Stages of Education provided for | Primary 1 to Primary 7 |
| Present Roll | 20 |
| Denominational Status of the School (if any) | N/A |
| Gaelic Medium Education? | N/A |
| Single sex school? | No |

Organisation of the School Day

| | |
|-------------------------------------|---|
| Start Time | 9am |
| Morning Break | 10.30am – 10.45am |
| Lunch Time | 12.15pm – 1.00pm |
| Finish Time | 3pm |
| P.E. days for pupils are | Monday and Wednesday (All year groups) |
| Assembly days for pupils are | Friday |

Shared Management (Learning Community) Protocol

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

| | |
|--|--|
| <ul style="list-style-type: none"> • Joint working and activities across the school community will become common practice. • Training will include staff across all shared management schools. • Reflect on progress within the partnership with colleagues from both/all establishments. • The Management Team will foster a climate of sharing, trust and empowerment to allow staff, pupils, parents and the wider community to work together and initiate that work. • Opportunities should be created to promote activities across the Learning Community. | <p>learning opportunities and to share transport.</p> <ul style="list-style-type: none"> • Collegiate activities will involve all members of staff in the Learning Community. • In the early stages of partnership, termly collegiate meetings focussing on self-evaluation would be beneficial in reviewing partnership progress/ alleviating staff concerns/ making improvements/ building on early successes of the partnership. • Joint ventures, sports day, enterprise, curricular workshops, extra-curricular activities can be shared. • Joint partnership working, promoting collaborative working amongst stage partners (e.g. P4 Teachers, 1st Level Teachers) across the shared management schools, sharing good practice |
| <p>Communication with parents – Contacting the HT, DHT and PT</p> | |
| <ul style="list-style-type: none"> • Effective communication is essential when working between shared management schools within a Learning Community. This should be a two way process and the responsibility of all staff and parents in the school. • Senior management must implement effective and accessible systems to allow all staff to make contact with the head teacher as necessary. • Senior management must implement effective and accessible systems to allow all parents to make contact with the head teacher as necessary. • The Head Teacher and Senior Management team will have allocated times within each establishment. The timetable will remain flexible to allow them to respond to specific circumstances in each establishment and also to fulfil their corporate role within the authority. • A member of the management team will try to attend school events. • To enable parents to select the appropriate person to speak to, schools | <ul style="list-style-type: none"> • Staff and parents should make themselves familiar with the communication systems. • Practical examples include whiteboards, diaries, Outlook, staff trays, use of mobile phone, emergency management plan and briefing meetings. • Parent's wishing to contact the Head Teacher may make an appointment through the school office, speak to another appropriate member of staff e.g. DHT/PT telephone or e-mail the Head Teacher at either school. • The senior management team in schools will develop a timetable to meet the needs of all establishments. • Admin staff will ascertain if enquiry is urgent and needs immediate contact with the HT / DHT • Admin staff will make an appointment if appropriate • School will let parents know how SMT can be contacted and / or put the call through |

| | |
|---|---|
| <p>should share contact details and appropriate person to contact, depending on the topic, with parents.</p> <ul style="list-style-type: none"> Admin staff will normally be the first point of contact for parents, who will follow the agreed procedures for communicating with the SMT. | <ul style="list-style-type: none"> School staff will use email to keep SMT updated on any issues arising |
| <p>The role of the Head Teacher as principal adviser to the Parent Council <i>The Head Teacher (HT) has both a right and a duty to attend, or to be represented at, meetings of the Parent Council (PC). The presumption is that the HT will normally attend. On occasion, another member of the school staff may attend if the HT is unavailable, or if they have more knowledge of, or expertise in, the subject being discussed. The HT will be expected to take part in PC discussions and offer advice to the PC on what is being done within the school to promote parental involvement. The HT, if requested to do so, must give advice and information to the PC on any matter falling within the HT's area of responsibility. This can cover all aspects of the work of the school, such as matters relating to the school curriculum, policies on uniform or discipline, etc.”</i> Scottish Schools (Parental Involvement) act 2006 Guidance Section E</p> <p>Joint Parent Council meetings <i>“The act makes provision for the establishment of a combined PC covering two or more schools where this has the requisite consent of the majority of parents in each of the schools” -</i> Scottish Schools (Parental Involvement) act 2006 Guidance Section E</p> | |
| <ul style="list-style-type: none"> Head Teachers will attend a maximum of 4 formal meetings every year with each Parent Council. Any additional, formal meetings will be attended by the Depute Head Teacher who will represent the Head Teacher. Outwith the formal meetings Parent Councils can hold other meetings and set up sub groups (e.g. to organise fund raising and functions, consultation responses etc.), which will not generally include the Head Teacher, but the sub groups will report back to the next formal Parent Council meeting. Preferably, formal PC meetings should generally last no longer than 1.5 hours and finish no later than 9pm (the end of the school let is 9pm). Preferably, meetings will be held Monday to Thursday and must be during term time. Head Teachers in shared management schools will encourage and support Parent Councils to work together | <ul style="list-style-type: none"> Meeting dates should be agreed at the beginning of the year between Parent Councils and head teacher to avoid any clashes. Parent Council meetings can be flexible and do not need to be held at the same time e.g. some meetings could be at the beginning or end of the school day. Agenda needs to be focused and discussed with the head teacher at least five working days in advance of the meeting. It is recommended that AOB should be not be included as this does not give the Head Teacher a change to prepare his / her advice. As an alternative, an agenda item could be topics for the next meeting. This would allow for time to prepare a response or for a speaker to be invited. Head Teachers cannot be expected to respond to any items that are raised at short notice. It is suggested that, minutes should be shared with the Head Teacher before they are distributed to avoid any inaccurate information being sent out. |

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|---|--|
| | <ul style="list-style-type: none"> • Head Teachers should consider holding a meeting with the office bearers of the PCs of shared management schools to discuss sharing expectations and joint working. • Develop partnership working between Parent Councils if appropriate – they may choose to remain separate Parent Councils. • Consider the possibility of joint meetings for common issues e.g. formal meetings together (or regular contact between chairs of both PCs). • Consider whether to hold Parent Council meetings at alternate or neutral venues. • Parent Council constitutions may need to be reviewed depending on the decisions taken regarding Parent Councils working together. |
| <p>Parent Teacher meetings</p> | |
| <p>Where a HT is responsible for 2 or more schools, this should be managed within the 35 hour working week.</p> <p>Head Teacher will be responsible for organising parents evenings but are not always required to be present.</p> | <ul style="list-style-type: none"> • At least one senior manager must be present at parents evenings in order to support staff and parents • Parents' evenings will be planned well in advance as part of schools sharing agreement • Parents' evenings will be held Monday to Thursday during term time |
| <p>Accessibility - Managing expectations of parents and staff within shared management schools</p> | |
| <p>Head Teachers should have a regular presence in all shared management schools. This will be determined by the HT subject to local circumstances and the needs of pupils and staff.</p> <p>Head Teachers should be available by arrangement for the parents of shared management schools e.g. planned drop in sessions.</p> <p>Head Teachers must agree with staff, procedures that they will follow in different situations when the HT or DHT is not present e.g. pupil behaviour, meeting parents etc. Staff are empowered to make decisions and take action in line with the <i>Teaching Profession for the 21st Century</i> (TP21) agreement.</p> | <ul style="list-style-type: none"> • Parents need to be aware of the change to availability of access to Senior Staff. Parents need to contact the school office to make appointments. • The Depute Head Teacher / Principal Teacher must be empowered to act in situations without constantly referring to the HT. • Parents should be made aware that they can contact the HT or DHT at the other partner school if necessary. |

Events / Meetings / Engaging with community - Managing events / meetings within the working week

There can be no expectation that Head Teachers (or other staff) will attend events/meetings not organised by the school.

HT / DHT or representative will normally attend events/meetings organised by the school e.g. concerts, parent meetings, review meetings, other events etc.

Where possible, a single meeting will be held with shared partners such as Educational Psychologist / Support for Learning Teacher

Meetings/events to cover issues from all shared management schools. These should be planned well in advance to avoid clashes with other commitments.

- Head Teachers should clarify what their role is re community events, be clear about the added value which their attendance will bring and look at alternative ways of engaging with groups such as
 - events/social functions organised by Parent Council
 - events organised by the community council
 - other community events
 - weekend (Friday-Sunday) and holiday events
 - Evening meetings – examine and decide if the meeting really needs to be in the evening and consider alternatives.
 - Consider meetings during and at the end of the school day (3.30pm).

FALKIRK COUNCIL: CHILDREN'S SERVICES

Agreed Term Dates for Session 2021-2022

| <u>School Year</u> | <u>Term Dates</u> | <u>Days</u> | |
|---|---------------------------|---------------------|----------------------|
| | | <u>Staff</u> | <u>Pupils</u> |
| Autumn Term Begins (Staff Only - Dev Day) | Monday 16 August 2021 | | |
| (Staff Only - Dev Day) | Tuesday 17 August 2021 | | |
| Autumn Term Begins (Pupils) | Wednesday 18 August 2021 | | |
| Autumn Term Ends | Friday 08 October 2021 | 39 | 37 |
| Winter Term Begins (Staff Only - Dev Day) | Monday 18 October 2021 | | |
| Winter Term Begins (Pupils) | Tuesday 19 October 2021 | | |
| Winter Term Ends | Tuesday 21 December 2021 | 48 | 47 |
| Spring Term Begins | Wednesday 05 January 2022 | | |
| Spring Term Ends | Friday 01 April 2022 | 59 | 58 |
| Summer Term Begins | Tuesday 19 April 2022 | | |
| Summer Term Ends | Friday 24 June 2022 | 49 | 48 |
| | | <u>195</u> | <u>190</u> |

Term Time Public Holidays

Monday 13 September 2021
 Friday 11 February 2022
 Monday 14 February 2022
 Monday 02 May 2022

Staff Development Days

Monday 16 August 2021
 Tuesday 17 August 2021
 Monday 18 October 2021
 Tuesday 15 February 2022
 Thursday 05 May 2022

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. 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.

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

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

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

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

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

School Dress Code

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

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

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

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

Our school uniform consists of the following:

Grey trousers, skirt or pinafore

White Polo shirt or shirt

Burgundy sweatshirt, jumper or cardigan

School tie

A Fleece jacket or Storm Dry jacket with our school badge is also available.

All items of school uniform are available to order online through School Trends.

<https://www.schooltrends.co.uk/uniform/DrumbowiePrimarySchoolFK12HS>

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 High Schools providing a range of plated meals, pasta, meal deals and salad boxes. Meal prices are reviewed annually. Please contact the school to be advised of the current price.

All P1-3 pupils are entitled to a free school meal. In the case of P4-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.

- School dinners are ordered and paid for weekly on a Monday. Parents are encouraged to order and pay for school meals using iPayImpact, a secure online payment system which enables you to select the choice of meal for your child
- Packed lunches can be eaten in the dinner hall. No glass bottles or cans please.
- we are a Fizz Free Zone and as such encourage the children to bring a healthier alternative to fizzy drinks for their snack
- After finishing lunch children can spend the rest of their lunch time playing in the playground.
- Anyone going home for lunch should return in time for 1.00pm.

Medically Prescribed Diets

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

Free School Meals and Clothing Grants

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

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

School Clothing Grant

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

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

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

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

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

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

Travel to and from School

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

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

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

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

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

Distance entitled children are:

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

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

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

Pickup points

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

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

General Supervision

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

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

School Security

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

Wet Weather Arrangements

In wet weather pupils are allowed into school during breaks and at lunchtime. However, as supervision during these periods is limited, it is especially important that they exercise good behaviour. Children having school lunches may remain in school during wet weather but, again, supervision is limited.

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, 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.

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 recently updated Anti-Bullying Policy: 'Promoting Positive Relationships in Falkirk's Educational Establishments'.

English as an Additional Language

As part of the Additional Needs Service, the Council provides a support service for children who have English as an additional language. The service visits schools to work with those bilingual pupils who require assistance in developing English language skills.

Compliments, Enquiries and Complaints Procedure

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

Sometimes, parents/carers may feel that the services provided are not what they wished for and they may wish to complain. As a Council of the Future, we are encouraged to view complaints positively. If you have a complaint about the service provided by the school, please let us know as this enables us to resolve any issues you or your child are experiencing and helps us to make any improvements to service delivery.

How do I complain?

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

Who do I complain to?

Parents must first consult the school regarding their complaint.

What happens with my complaint?

All complaints are logged confidentially on our Customer First online complaints handling system. They will be monitored exclusively by each school and Children's Services staff at Sealock House to ensure any response is within the timescales. This system will enable us to learn from complaints to prevent similar issues arising in future. We will deal with your complaint confidentially and as quickly as possible. If we have made a mistake we will apologise and try to put things right.

How long will it take until I get a reply?

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

What happens next?

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

Who else can help?

If you remain dissatisfied after the second, investigation stage, you can raise the matter with the Scottish Public Services Ombudsman

<https://www.spsso.org.uk/complain/form/start/>

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

What else do I need to know?

Please note that schools can only respond to complaints about a service that they or Falkirk Council provides or a service we have contracted from a third party.

The Council's complaints handling procedure sets a time limit for making a complaint of six months from when the customer first knew of the problem

You can find out more about the Council's Complaint Procedure from the Falkirk Council website - <http://www.falkirk.gov.uk/contact-us/complaints/>

Other School Policies

Please follow this link to access our School Policies.

<http://www.drumbowie.falkirk.sch.uk/>

If you require details of any other school policies, please contact the Headteacher.

School Health Service

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

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

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

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

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

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

The School Health Service can be contacted on – 01786 434059

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

Infectious Diseases

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

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

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

Head Lice

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

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

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

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

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

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

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

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

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

Clinics

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

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

Medicine administration

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

When a child is prescribed medication by a doctor or a dentist and parents require the school to administer this, the relevant request Form should be completed. The MED 1 Form requires parents to deliver the medication to schools for administration by school staff. MED 4 Form permits pupils to carry and administer medication themselves e.g. inhalers. Prescribed medication should be clearly marked with your child's name, the date prescribed, how often it has to be taken and for how long. Falkirk Council liability insurance does not provide indemnity to employees for administering non-prescribed medicines.

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

Insurance Cover for School Children

Public Liability

Personal Injury

Falkirk Council has in 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.

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.

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 and all of our schools work and collaborative with parents in the spirit of the recently published national action plan - **“Learning together”**: **Scotland's national action plan on parental involvement, parental engagement, family learning and learning at home 2018 – 2021**'. The plan can be accessed here: <https://www.gov.scot/publications/learning-together-scotlands-national-action-plan-parental-involvement-parental-engagement/>. In light of this new plan, Falkirk Council Children's Services are currently updating our Parental Involvement and Engagement Strategy in consultation with parents. This will detail 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.

In Drumbowie Primary School we communicate with and welcome parents/carers in the following ways:

- Parents' meetings normally held in November and May
- School events e.g. concerts, services etc.
- Open Afternoons to visit classrooms
- School website
- Newsletters
- Letters
- Phone calls
- Text message
- Class Dojo messages



We make every effort to be open and accessible to parents at all times although sometimes an appointment may need to be made with the Headteacher. We will always respond to enquiries or complaints timeously.

At Drumbowie Primary School we attempt to engage parents/carers in their child's learning through our Class Dojo messages and Learning Logs. Children complete Learning Logs fortnightly, reflecting on their learning, behaviour and effort.

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



**Information and advice on education
and learning for parents in Scotland**

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



Sign up to receive our Parents and Carers e-bulletins for the latest developments in Scottish education.
edscot.org.uk/p/LQE-391/subscribe
Email: enquiries@educationscotland.gsi.gov.uk
education.gov.scot/parentzone



Parental Involvement

We regularly gather parent's views on a wide range of subjects to ensure that the opinion of parents is listened to and acted upon. Each year, questionnaires are sent out to parents/carers seeking their opinions about the school. We are very grateful to parents who take the time to complete this and return it to the school. Views are also gathered at Open Afternoons, through discussions and meetings with individual parents and through the Parent Council meetings.

Our Standards and Quality Report is added to our website each session. This gives parents/carers a description of the school's priorities for the session, the work we

have undertaken for these and whether we have achieved our targets. The priorities for the following session are also given and there is provision for parents/carers to comment or make suggestions. Our School Improvement Plan can also be found on the school website <http://www.drumbowie.falkirk.sch.uk/>

There are lots of opportunities for parents to be involved in school life. If you have a particular skill or area of expertise you would like to share please let us know! We are always looking for new ways to enhance the curriculum! Many of our Homework tasks involve the children doing research which parents can help to support.

Parent Councils

Parents are welcomed to be:

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

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

- 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 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).
- To be included in School Improvement Planning

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/>

Welcome from our Parent Council

Our Parent Council welcomes you to Drumbowie Primary School. Our school provides fantastic learning experiences to all the children and also looks after all levels of learning and looks to promote the development of the children to make sure they achieve to the best of their ability in all areas of the curriculum. This is due to the hard work and dedication of all the staff who work with the children. The Parent Council is an opportunity to support in any way we can and provides parents with a voice to express their opinion or any concerns about any aspect of school life. The Parent Council has a meeting each term so please consider joining us to truly make a difference and support our school.

Best Wishes

Chairperson of Drumbowie Parent Council

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

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

Pupil Council

The Pupil Council is one of two pupil groups we have at Drumbowie Primary. We also have an Eco Committee. These groups meet once every two weeks to discuss various issues. All the children in the school are in one of the pupil groups. At the start of each session the children choose which one they would like to be in and, as far as possible, we try to accommodate this.

The Pupil Council is responsible for representing the children in the school and putting their views forward at meetings. They organise events and fundraisers,

reflect on the current progress of the School Improvement Plan and make suggestions as to how to improve their school.

School Ethos

Drumbowie Primary School prides itself in having a positive, friendly ethos where pupils and staff show respect for one another. The ethos of a school is 'that indefinable something that people can feel the minute they walk in the door'. Many visitors to the school have said they can sense the positive atmosphere when they come in. Our School Aims reflect our ethos:

Drumbowie Primary School Aims

In line with Falkirk Council's —Learning to Achieve — Policy, we at Drumbowie Primary School aim to:

- Promote and celebrate all achievement and attainment
- Provide quality learning experiences within a safe, caring, inclusive and enriching learning environment
- Welcome all children, parents, staff and visitors
- Develop confident individuals who feel valued, supported, motivated to fulfil their potential, respected and happy
- Develop responsible citizens who care for themselves, the wider community and their environment
- Develop effective contributors who make informed choices and decisions
- Develop successful learners who are challenged and motivated taking ownership of their learning
- Create a learning community which:
 - Develops enquiring minds, promotes positive attitudes and high expectations and develops the skills required for independent lifelong learning
 - Encourages all partners to work independently, collaboratively and think creatively
 - Actively promotes learning partnerships between home, school and the wider community

- Promotes a healthy, active lifestyle and provide experiences to support this

We celebrate the achievements of our pupils in a number of ways.

- Our House System consists of two houses- Magpies and Robins and each child is a member of one of these houses. Children can earn house points for behaviour, presentation and work. Points are collated weekly and the winning house is announced at our weekly team meetings.
- Individual achievements are celebrated at our assemblies and on our Achievement Wall.
- HT awards and Star Pupil Awards
- We actively promote Personal and Social Development and Citizenship through our Health and well-Being Programme.

Standburn is a small rural community in which the school holds a key position. We include the community in many of our school events e.g. Christmas shows. We also engage in close partnership working with a variety of agencies – e.g. Health, Active Schools. We have been awarded our 2nd Gold Level Enterprise in Education Award and a *Learning to Achieve* Award for Social Responsibility, Community Involvement and Citizenship. We established a monthly fruit and vegetable barrow within the school which was open to the community. Pupils, parents, businesses and professionals in the food and health sector were all active and involved in this multi-disciplinary, creative learning project. The school received praise from Education Scotland for this community project which aims to promote healthy eating.

Development of Pupils' mental, social and emotional wellbeing

The school is committed to supporting the development of the whole child 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 environment which is both caring and challenging and which provides opportunities for exercising rights and responsibility.
- Ensuring that staff and adults in the school act as positive role models for pupils.
- Providing opportunities for members of the school community to come together reinforcing shared 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 wider work of the school to celebrate diversity and promote equality.

Pupil Conduct

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

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

Restorative Approach To Bullying Behaviour

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

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

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

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

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

Section Three – School Curriculum

Curriculum for Excellence

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

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

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

Curriculum for Excellence is the vehicle by which we deliver a Quality Education across the **4 Contexts of Learning**. It aims to **raise standards**, prepare our children for a future they do not yet know and equip them for jobs of tomorrow in a fast changing world.

Curriculum for Excellence balances the importance of **knowledge** and **skills**. Every child is entitled to a **broad** and **deep** general education, whatever their level and ability. It develops **skills** for learning, life and work, bringing real life into the classroom, making learning relevant and helping young people apply lessons to their life beyond the classroom. It links **knowledge** in one subject area to another helping make connections in their learning. It develops skills which can enable children to think for themselves, make sound judgements, challenge, enquire and find solutions.

- **Responsibility of all**

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

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

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

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

- **Developing the Young Workforce**

Developing the Young Workforce (**DYW**) is a seven-year programme that aims to better prepare children and young people from 3–18 for the world of work. This

programme **builds on the foundations** already in place as part of Curriculum for Excellence.

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

In Drumbowie Primary the children develop skills for learning, life and work in many ways. Many areas of the curriculum are often taught within a meaningful context. Learning takes place outside the classroom as well as inside. The children from P1 to P7 take part in many Enterprise activities which allow them to learn related skills and encourage them to become confident individuals, effective contributors, successful learners and responsible citizens.

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

For further information on Learning in Scotland please access the following link:

<https://education.gov.scot/parentzone/learning-in-scotland>

In Drumbowie Primary, the curriculum is planned by class teachers using the Curriculum for Excellence Experiences and Outcomes. We focus on the development of skills for learning, life and work. We promote Interdisciplinary Learning - linking knowledge in one subject area to another, helping children to make connections in their learning. We value Outdoor Learning and make very good use of the outdoor area surrounding our school. We take every opportunity to bring the curriculum alive for the children and arrange visits out of school and visitors to the school to enhance the learning experience.

LITERACY AND ENGLISH

The three areas of Language- Reading, Writing and Listening & Talking are taught throughout the session using a variety of strategies and through a variety of contexts.

As recommended by Falkirk Council, the school is following the North Lanarkshire Active Literacy Programme, where pupils learn strategies for improving spelling and reading comprehension. A variety of reading books and novels are used at various stages throughout the school with groups or individuals. Parental help is very much appreciated in supporting your child to practise their reading at home.

Emphasis is placed on both functional and creative writing. Pupils will have experience of various types of writing including letters, reports, creative stories, plays, poetry, etc. Staff at Drumbowie Primary School, use the *Talk for Writing* programme to assist in the teaching of writing across all stages of the school.

Listening and Talking is an extremely important aspect of Language and we aim to encourage pupils to listen attentively and to communicate their own ideas in a coherent and expressive manner.

NUMERACY AND MATHEMATICS

Our Numeracy and Mathematics curriculum provides opportunities whereby each child will develop skills in:-

- number, money and measure
- shape, position and movement
- information handling
- problem solving

Staff regularly provide opportunities for pupils to apply their knowledge and skills in practical situations and within the context of other curricular areas. Numeracy and mathematics is taught daily within both classes. There is a real focus on using active strategies to help improve pupil's mathematical skills. A variety of resources, including ICT, are used to support the children's learning. The school uses 'Big Maths' to support the development of mental agility from P1-P7.

HEALTH AND WELLBEING

Health and Wellbeing is taught across all curricular areas as well as having a weekly focus in each class. The school encourages healthy eating and an active lifestyle. Each class has 2 hours of PE each week which is delivered by a visiting specialist and class teachers.

SOCIAL STUDIES

Children in each class participate in Interdisciplinary Learning each term. This Interdisciplinary learning is often based on a Social Studies or Science topic. There is a programme of suggested topics which is flexible according to staff and pupil interests. Pupils and teachers plan the topics together ensuring that pupil's prior learning, next steps and areas of interest are taken into account. Classes take part in a variety of trips and visits out of school in order to enhance their learning.

RELIGIOUS AND MORAL EDUCATION

Pupils are encouraged to be polite, well-mannered and courteous. We endeavour to foster respect and caring attitudes towards each other, adults and the wider community.

Assemblies are held in the school every week and are taken occasionally by the local minister. Christianity, other world religions and beliefs and values are explored. Our aim is to encourage understanding and tolerance of others. Parents who wish to exercise their right to withdraw their child from religious

instruction and / or observance should contact the headteacher, in writing, and alternative arrangements will be made for your child.

INFORMATION COMMUNICATION TECHNOLOGY (ICT)

ICT is taught regularly following using Falkirk Council Guidelines. The programme includes keyboarding skills, word processing, graphics, spreadsheets and databases all of which the pupils learn at an appropriate level. The children use their skills in ICT to present, research, advertise etc. All classrooms have four computers and an interactive whiteboard. ICT is used to enhance learning and teaching in all areas of the curriculum.

MODERN LANGUAGES

Pupils in Drumbowie PS have the opportunity to develop French as their second language. This is taught by class teachers from P1-P7. The focus is mainly on the development of oral language, however as the pupil's knowledge of French develops, the programme of study includes Listening and Talking, Reading and Writing. Pupils in our P5-7 class will be introduced to Spanish as a third language.

SCIENCE

Science is an important part of our heritage and we use its applications every day in our lives at work, at leisure and in the home. Through our science curriculum, children and young people develop their interest in, and understanding of, the living, material and physical world. They engage in a wide range of collaborative investigative tasks, which allows them to develop important skills to become creative, inventive and enterprising adults in a world where the skills and knowledge of the sciences are needed across all sectors of the economy. Science is taught regularly throughout the year both as a discrete subject and also through Interdisciplinary Learning.

EXPRESSIVE ARTS

This includes participation in performances and presentations, art and design, dance, drama and music.

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

More information on Curriculum for Excellence can be found on the Scottish Government website:

www.falkirk.gov.uk and <https://education.gov.scot/>

Active Learning

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

Planning Children's and Young People's Learning

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

Learning at Home

The school's homework policy can be found here www.drumbowie.falkirk.sch.uk

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

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

Care of Books / Materials

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

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

Sensitive Aspects of Learning

Parents will be informed by letter about any planned class work on sensitive aspects of learning – e.g. relationships, sexual health, parenthood, drugs awareness. If required an appointment can be made with the Head teacher for further explanation.

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

Extra Curricular Activities

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

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

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

Facilities for Physical Education and Outdoor Activities

The gym hall has a variety of apparatus for physical education within the school. At times, physical education lessons will be held in the Multi-Purpose Sports Court,

within the school grounds. As part of the school's physical education programme, pupils may also use the facilities of the local sports complex, swimming pool or athletics stadium.

Active Schools

Active Schools within Falkirk Community Trust, 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

Follow us on [@falkirkSPORT](https://twitter.com/falkirkSPORT)

Assessment and Reporting

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

- 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 year (not exclusively - Teachers' professional judgement, Scottish National Standardised Assessments, National Qualifications)
- Moderation of standards using Education Scotland Benchmarks
- Consideration of data analysis and performance information

Achievement of a Level & Scottish National Standardised Assessments (SNSA):

Learner's progress is defined within the following levels:

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

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

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

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

- 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.

Section Four – Support for Pupils

Getting It Right For Every Child (GIRFEC)

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

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

Wellbeing

The Getting it Right approach looks at eight areas of 'well-being'. These are recognised as areas in which children and young people need to progress in order to do well now and in the future. They allow those responsible for the care and support of children - including members of their own families - to look at a situation in a

structured way that will help them identify any needs and concerns and plan with the child and family any action they need to take. The eight well-being indicators are:

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

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

Role of Named Person

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

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

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

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

Family Support Service

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

their families.

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

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

Protecting Children and Young People

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

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

Falkirk Council has clear procedures for all staff to follow. Headteachers or designated member of staff are instructed to notify Falkirk Council and 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, 0345 123 2303
- Scottish Independent Advocacy Alliance; www.siaa.org.uk, 0131-260-5380
- Take Note: National Advocacy Service for Additional Support Needs (Barnados in association with the Scottish Child Law Centre) www.sclc.org.uk, 0131-667-6633.

- Let's Talk ASN, c/o Govan Law Centre, letstalkasn@edlaw-org.uk, 0141-445-1955.

Educational Psychology Service

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

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

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

Pastoral Support

Children are supported in school by all members of the staff team. In our small school we pride ourselves on knowing our children very well. The children will get to know their Class Teacher very well, as well as members of the support staff who will work with the children both in class and in a more informal setting at lunchtime and playtimes.

Transitions

Children attending Drumbowie Primary School transfer to Braes High School. There is an excellent transition programme in place to provide the children with the opportunity to visit the school, meet the staff and take part in activities with children from the other feeder primary schools. Braes High School staff work in close collaboration with us to ensure that the transition to high school is a smooth one for all pupils. Children with additional needs will be identified early in the process and additional support will be provided. Parents will be invited to attend a Parents' Evening at the high school to obtain all the information they need and have the opportunity to ask any questions.

At the other end, we have an in-house transition programme in place for children transferring to Drumbowie Primary School from Nursery. The children are invited into school to spend time in their new classroom with their new teacher. As part of the transition programme, staff from Drumbowie PS will visit Nursery classes in other establishments to discuss individual children's strengths and next steps.

Nursery Class Provision

Drumbowie Primary School does not have nursery class provision.

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

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

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

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

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

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

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

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

Transition from Nursery to Primary

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

Primary School Admissions

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

When commencing Primary 1 education, your child will normally attend the local denominational or non-denominational Primary school and transfer from it, after Primary 7, to its associated Secondary school. Details of the catchment areas and boundaries can be obtained from the Forward Planning Section – Tel. 01324

506621/506608 in the Children's Services, on the website - www.falkirk.gov.uk or the relevant school.

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

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

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.

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

Primary to Secondary Transfer

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

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

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

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

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

Pupils with Additional Support Needs

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

Moving to the denominational secondary school

Children who are baptized Catholic

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

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

**Braes High School
Newlands Road
Reddingmuirhead
Falkirk
FK2 0DA
Tel:- 01324 719551
email:- braeshighschool@falkirk.gov.uk**

school website : www.braes.falkirk.sch.uk

A comprehensive transition programme for P7 pupils going to high school is in place. This includes a Science Day, visits from high school staff and induction days for the children at the high school. Pastoral staff from the high school meet with the P7 teacher to discuss the children who will transfer in the next session. Reports are passed on to inform the secondary staff about the strengths and development needs of the children moving on as well as support required.

Secondary staff are also made aware of health and wellbeing issues. Children who may find the transition to Secondary School difficult will have the opportunity to visit the school on several occasions along with children from other primary schools who may also need this support.

Placing Requests

As a parent, you have the right to make a Placing Request for your child(ren) to be educated in a school other than the local school. Applications for Primary 1 and Secondary 1 Placing Requests to commence school in August will only be accepted following the publication of an advert in the local press inviting applications in early December.

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

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

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

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

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

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

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

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

Mid Session Transfers

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

Transport for Placing Requests

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

Section Five – School Improvement

Raising Attainment

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

Standards and Quality Report

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

<http://www.drumbowie.falkirk.sch.uk/>

School Improvement Plan

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

Standards and Quality Reports – Operational Guidance

Schools and centres must provide an annual Standards and Quality Report (SQR) as a record of the progress made with the annual improvement plan. The SQR should be based on the results of on-going self-evaluation which is rigorous, effective and

based on consideration of impact. This self-evaluation should be informed by How good is our school? 4th edition (HGIOS?4) and/or How good is our early learning and childcare? (HGIOELC?) and How good is OUR school? It should give a clear indication of where the school is now in relation to its process of continuous improvement.

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

The National Improvement Framework's 4 key priorities are:

- Improvement in attainment, particularly in literacy and numeracy;
- Closing the attainment gap between the most and least disadvantaged children;
- Improvement in children's and young people's health and wellbeing; and
- Improvement in employability skills and sustained, positive school leaver destinations for all young people

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

- School leadership
- Teacher professionalism
- Parental engagement
- Assessment of children's progress
- School improvement
- Performance information

Transferring Educational Data About Pupils

The Scottish Government and its partners collect and use information about pupils in schools (e.g. the number and characteristics of pupils, their attendance, absence and exclusions, their attainment and their destination when leaving school) to help to improve education across Scotland.

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

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

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

Concerns

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

Websites

You may find the following websites useful.

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

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