

**St. Margaret's
Primary School and Early
Learning and Childcare Campus**



**School Brochure
2019 - 2020**



Falkirk Council
Children's Services



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A Foreword from the Director of Children's Services

Session 2019-20

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

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

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

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

Robert Naylor
Directors of Children's Services
Falkirk Council

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

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

Curriculum for Excellence - Learning to Achieve

Learning Entitlements

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

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

How can you help?

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

As a parent, you can help your child by:

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

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

Welcome from the Head Teacher

Welcome to the St. Margaret's Primary School and Early Learning and Childcare Campus School Handbook.

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 or any member of the Senior Leadership Team, which comprises myself, the Depute Head Teacher and two Principal Teachers. Any of us will be happy to help you with any questions/concerns you may have.

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.

If you would like to discuss any of our school policies, please contact me. These policies support Local and National Guidelines.

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.

Helen Snedden
Head Teacher
St. Margaret's Primary School and Early Learning and Childcare Campus

Disclaimer

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

Section One – Practical Information about the School –

Contact Details

Name of Head Teacher - Helen Snedden

Name of School - St. Margaret's Primary School and Early Learning and Childcare Campus

Address - Salmon Inn Road, Polmont

Telephone Number - 01324 506780

Website - www.st-margarets.falkirk.sch.uk

E-mail Address - stmargaretsprimaryschool@falkirk.gov.uk

About the school

Stages of Education provided for:- Nursery to Primary 7

Present Roll - 390 (P1-P7)

160 (Nursery: term –time and including extended day)

Early Learning and Childcare Campus which facilitates 0-5 year old, 50 weeks of the session.

Denominational Status of the School (if any) - Non-denominational

Gaelic, French and Spanish delivered following the Government Guidelines 1+2 Programme.

Single sex school - Mixed

Organisation of the School Day

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

Start Time - 9:00 am

Morning Break - 10:30am – 10:45am

Lunch Time - 12:20pm – 1:20pm

Afternoon Break - N/A

Finish Time - 3:15pm (Primaries 1-7)

Gym days for pupils are: - Varied throughout the week from Monday to Friday with Visiting Specialist Teacher (Class teachers will advise pupils and their families of specific days and times.)

FALKIRK COUNCIL: CHILDREN'S SERVICES

Agreed Term Dates for Session 2019-2020

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

Term Time Public Holidays (4)

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

Staff Development Days (5)

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

Registration and enrolment

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

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

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

Attendance and absence

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

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

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

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

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

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

School Dress Code

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

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

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

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

Parents/carers are responsible for ordering and purchasing their own child's uniform.

Boys

White Shirt
White polo shirt
Bottle green and silver tie
Dark grey/black trousers
Green sweatshirt
Green sweater/cardigan
Bottle green blazer with school badge

Girls

White blouse
White polo shirt
Bottle green & silver tie
Dark grey/black skirt/pinafore/trousers
Green sweatshirt
Green sweater/cardigan
Bottle green blazer with school badge

Green sweatshirts and other items, printed with the school logo, are regularly offered for sale. These have proven popular.

Current Costs of school clothing garments are variable.

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.

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.

In St. Margaret's Primary School and Early Learning and Childcare Campus , we have the following procedures in place:-

- Primary 4-7 Pupils should pay for their lunch daily at a cost of £2.05. (£10.25 for the week)
- Many of our pupils also bring packed lunches which are also eaten in our dining hall.
- We offer a tuck-shop at morning break which a range of snacks are available to purchase. Given the limited time available, we encourage our pupils to purchase 1 item only.
- Pupils return to the playground after finishing their meal in order to promote healthy activity.
- We actively discourage fizzy drinks. No energy drinks should be brought to school or products containing nuts. Thank you for your support with this matter.

Medically Prescribed Diets

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

School Clothing Grant

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

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

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

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

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

Travel to and from School

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

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

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

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

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

Distance entitled children are:

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

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

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

Pickup points

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

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

Our local community has a **school transport service** which the general public can also access. The transport service is currently provided by First Bus. There are a variety of pick-up and drop-off points around Polmont. The fare, each way, is currently £0.70. This service is widely used by our pupils but parents/carers should be made aware that children are unsupervised by an adult on the bus.

A member of school staff will meet the children at 08:51am and escort them from the bus stop to the school playground. Further to this, the children are escorted by a school member of staff at 15:10pm from the school to the bus stop for the 15:15pm bus.

General Supervision

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

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

School security

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

Wet Weather Arrangements

In wet weather pupils are allowed into school during breaks and at lunchtime. However, as supervision during these periods is limited, it is especially important that they exercise good behaviour. 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. Although arrangements vary from school to school, all parents will be advised of at least once per session when these meetings take place. Over and above these set meetings, parents are welcome to contact the school at any time to ask for information or for an interview. 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 has a range of policies and procedures to address equalities issues specific to education to enable us to fulfil these duties. In addition to this all education establishments have a responsibility to report incidents of prejudice-based bullying.

English as an Additional Language

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

Compliments, Enquiries and Complaints Procedure

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

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

How do I complain?

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

Who do I complain to?

Parents must first consult the school regarding their complaint.

What happens with my complaint?

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

How long will it take until I get a reply?

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

What happens next?

If your complaint has not been satisfactorily resolved by the school, it may be eligible for consideration at the second, investigation stage by Children's Services headquarters at

Sealock House. Complaints will not be considered by Children's Services unless they have been first reported to the school – unless there are exceptional circumstances. Our aim is to respond to second stage complaints within 20 working days.

Who else can help?

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

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

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

What else do I need to know?

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

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

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

School Health Service

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

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

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

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

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

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

The School Health Service can be contacted on – 01786 434059

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

Infectious Diseases

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

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

For advice about early detection and treatment for other infectious diseases 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 Head teacher but schools are generally happy to co-operate with parents in doing so. In order to safeguard the health and safety of children, procedures are drawn up by Falkirk Council 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 eg inhalers. Prescribed medication should be clearly marked with your child's name, the date prescribed, how often it has to be taken and for how long.

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

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

Insurance Cover for School Children

Public Liability

Personal Injury

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

Pupil's Property

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

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

Personal Accident Cover – Educational Excursions

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

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

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

Section Two – Parental Involvement in the School

Parents Welcome

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

Parents/carers are warmly welcomed in to school at all times to discuss any issue they wish and also are encouraged to become involved in the life of the school and in their child's learning.

If parents/carers have some spare time to offer, they should contact the main school office to discuss volunteering in school on a regular basis. Parents can also support events on a more ad-hoc basis, if they wish.

If you have any skills you would like to share with us, we welcome parental inputs in our classes.

We have a well-established Parent Council (The Voice) and PTA which all parents/carers are very welcome to attend. The Parent Council meets quarterly whilst PTA meets each month. The exact dates and times will be shared on the PTA Website and through Twitter. An exact regular day and time cannot be shared as this is interchangeable depending on janitorial cover for the evening Let. Each of these groups issues regular communications to our parent body.



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

Parents/carers are invited to attend Learning Events throughout the year in order to share in their child's learning in a variety of curriculum areas.

Formal Parental Consultations take place in November and February/March.

Parent Councils

Parents are welcomed to be:

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

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

- receive information about the school and its activities;
- hear about what partnership with parents means in our school;
- be invited to be involved in ways and times that suit you;
- identify issues you want the Parent Council to work on with the school;

be asked your opinion by the Parent Council on issues relating to the school and the education it provides;

work in collaboratively with the school; and

enjoy taking part in the life of the school in whatever way possible.

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

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

The main aims of the Parent Council are:

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

Currently the Parent Council (The Voice) Chairperson is Mrs Catriona Heenan. Please contact the Parent Council, should you wish to raise any issue, in the form of a letter via the school. We will ensure your correspondence reaches Mrs Heenan.

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/>

Parent Teacher Association (PTA)

The PTA is mainly responsible for arranging events for parents and raising funds for the school. Volunteers are welcome - please contact the PTA if you want to join in.

Currently, the PTA Chairperson is Lisa Duncan. Please contact the PTA, should you wish to raise any issue, in the form of a letter via the school. We will ensure your correspondence reaches Lisa Duncan.

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

Our Pupil Council is one of the ways that we promote pupil voice and decision-making in St. Margaret's Primary School and Early Learning and Childcare Campus. Our Pupil Council is run as a Pupil Group with the support of the Principal Teacher.

School Ethos

Vision, Values and Ethos

Curriculum for Excellence underpins all activities and the totality of experiences that we provide for our children here in St. Margaret's Primary School and Early Learning and Childcare Campus. In collaboration with all stakeholders the under noted statement was developed and agreed.

A Happy, Secure and Caring Environment where all stakeholders: Staff Pupils, Parents/Carers and the Wider School Community are Valued, Motivated and Encouraged to be the Best They Can Be.....This is the ideal.

The following statement reflects our Vision, Values and ethos here at St. Margaret's Primary School and Early Learning and Childcare Campus, as described by Falkirk Children's Commission,

"We want every child and young person to have an enjoyable, fulfilling life in a nurturing, healthy and safe environment. We will encourage children and young people to work to their potential and make a positive contribution to society."

As Head Teacher, I continue to share my vision with all stakeholders. A vision of ensuring every one of our children here in St Margaret's Primary School and Early Learning and Childcare Campus will achieve their full potential.

Our team strive daily to achieve this vision. Together in partnership we are working to fulfil the 4 capacities of Curriculum for Excellence—

- Successful Learners
- Confident Individuals,
- Effective Contributors
- Responsible Citizens

"In order to achieve this vision we ensure that our children need to be; safe, healthy, achieving, nurtured, active, respected responsible and included."
These are known as the SHANARRI Health and wellbeing indicators.

These are the National Priorities set out by the Scottish Government which all

children are entitled to.

All staff in St Margaret's Primary School and Early Learning and Childcare Campus, **working with partners, should take a holistic approach to promoting health and wellbeing, one that takes account of the stage of growth, development and maturity of each individual, and the social and community context.** Curriculum for Excellence 2009

The school Chaplain from Polmont Old Parish Church is Deborah van Welie. She is known to the children as Debbie. Our programmes of learning in Religious and moral education seek to develop knowledge and understanding of, and respect for, all dominant World Religions.

The school works closely with our Community partners. This includes our colleagues in Active Schools, Children's Services and Educational Psychology, together with our Health Partners.

School life is supported by volunteers from the community, including volunteers from the RSVP service. We have an excellent working partnership with our local Business partners including Polmont Rotary, Asda & Tesco as well as many of our smaller local businesses.

Development of Pupils' mental, social and emotional wellbeing

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

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

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

Pupil Conduct

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

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

All classes adhere to our Positive Behaviour Management Approach in school. Again to promote pupil voice, all classes negotiate their own Rights Respecting class charters which pupils are fully involved in.

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.

The school has implemented a whole-school approach to positive behaviour management. This works on the basis of pupils having their own set of "Traffic Lights" which will be changed as a consequence of specific behaviours. Sanctions imposed are clearly defined and apply from Primary 1 to Primary 7, so every child fully understands the system for the duration of their time in St. Margaret's Primary School and Early Learning and Childcare Campus.

We adopt a Restorative approach to conflict resolution, encouraging pupils to be excellent citizens, both in and out of school.

Everything we do in St. Margaret's seeks to ensure that we are "living" our Vision and Values. One of our former pupils and Cluster Pupil Council Chairperson, illustrates what we stand for:-

"Every pupil has a fair say in improving our school. Everyone is in a safe environment and everyone can have fun while learning. The staff are kind and are very fair in the way they deal with someone who has done something wrong."

Section Three – School Curriculum

Curriculum for Excellence

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

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

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

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

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

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

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

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

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

Expressive arts

This curriculum area encompasses Art and Design, Drama, Dance and Music. Children are encouraged to participate in all areas. This allows all pupils to show creativity and self-expression from the early stages to P7. Work in school will also build on the skills pupils bring from home and out of school activities. The emphasis is on enjoyment, expression and development, as well as the quality of the product. As part of this subject, individuals and groups are encouraged to present their own ideas and comment on their own work and the work of others. Preparing for, and participating in, performances and events provide opportunities for pupils to experience a real sense of achievement. We also take the opportunity of working with a wide range of artists and musicians who are able to enliven and enrich experiences and learning.

Health and wellbeing

This curriculum area encompasses Health, Physical Education, Physical Activity and some elements of cooking through the Technology Foods Learning Team. As well as covering the specialist skills in physical education, this subject provides opportunities for pupils to develop their personal, social and life skills, such as taking responsibility for their own health and fitness, developing skills for independent living, decision making, working with other people and communication. There is an emphasis on participation in experiences as well as achievement of outcomes.

The development of the Health and wellbeing curriculum provides an opportunity for working across curricular areas. For example, successful participation in expressive arts activities contributes to a young person's wellbeing. There are also clear connections between science and healthy eating and between learning about relationships and religious and moral education. Falkirk schools are able to achieve levels of accreditation in this curriculum area.

Languages & literacy

This curriculum area incorporates learning through each child's own language and learning an additional language. Scotland has a rich diversity of languages and dialects and we value and build upon the languages children bring to school.

From the early years, pupils will extend their skills in listening and talking and develop early reading and writing skills through appropriate play based contexts. They will spend time with stories, literature and texts which will enrich their learning, develop their language skills and enable them to find enjoyment.

Competence and confidence in literacy, including competence in grammar, spelling and the spoken word, is essential for progress in all areas of the curriculum. All pupils will be given opportunities to explain their thinking, debate their ideas and read and write at a level which will help them develop their language skills further.

There will be an emphasis on the implications and appropriate use of technologies and digital texts. Very strong connections between language and other curricular areas are essential. Inter-disciplinary themes are likely to involve both research and a strong element of presentation.

Within St. Margaret's Primary School and Early Learning and Childcare Campus, we offer the children French from Nursery to P7 and Gaelic and Spanish as Learning

Teams. This is in support of the Scottish Government directive titled, "1+2". English being the main mother tongue and children are given the opportunity to experience two additional languages.

Mathematics & numeracy

In this curriculum area there is a strong emphasis on active approaches to learning and to real-life contexts. The school has introduced the Big Maths programme as a resource to support pupil's developing mental agility and numerical concepts such as addition, subtraction, division and multiplication. From the CEM data in 2013-2014, there is rich data that supports strong evidence that this resource is having a positive impact on our pupil's numeracy skills. In the early stages there will be opportunities to explore mathematics through purposeful play. The main areas for learning are information handling, number, money and measurement and shape, position and movement. A problem solving approach is encouraged in all contexts for learning, which will support learning in other areas of the curriculum.

Religious and moral education

In this curriculum area pupils will learn about Christianity and other world religions. RME supports pupils in developing responsible attitudes, values and moral judgement. It is important that time is given in class for reflection and discussion, promoting an ethos of inclusion and respect. We recognise that religious and moral education is wider than the experiences planned by teachers in schools, and actively promote links with the home, the child's faith community and the local community in general. We ensure that young people know they are valued and respected whatever their faith background.

Sciences

In this curriculum area, pupils will learn about Our Living World, Our Material World and Our Physical World. In our study of science we take every opportunity to make use of our local environment. Pupils will be actively involved in their learning through involvement in a wide range of open ended experiences, challenges and investigations. Our partnerships with local industries also help us to make our learning and teaching in Science meaningful.

Social studies

This curriculum area encompasses History, Geography, Politics and Economics. We teach pupils about people in the past, people in place and people in society through a topic based approach. Again we make full use of our local environment to enhance learning. Our learning in social studies is enriched and reinforced through linkages within social studies and with other areas of the curriculum. Drama, literature, art and music can all enrich learning in social studies, and there is scope for links with learning in languages, science and religious and moral education. An important focus is on understanding key periods and turning points in Scotland's past and present, and on key elements of Scotland's geography, as well as Scotland's place in the United Kingdom, Europe and the world.

Technologies

This curriculum area will encompass studies in craft, design, graphics, food, textile and information technologies.

From their earliest years children use their natural curiosity and imagination to solve problems they encounter in their play.

They quickly develop skills in using tools and processes, and become adept at using computers and digital media. Much of the learning in this area is therefore hands on and active.

Points to Note

School excursions are often appropriate to the themes being studied in Social studies. Letters are sent home giving details of proposed trips. Parental assistance is often appreciated to help with small groups on outings.

St. Margaret's is also a Health Promoting school. Children are encouraged to exercise, eat healthily, behave appropriately and develop skills to promote good citizenship.

Thanks to the voluntary efforts of staff and parents, St. Margaret's also provides a range of extracurricular activities, including book club, basketball and Rights Respecting Schools. Our active school co-ordinator arranges lunchtime clubs now.

Debbie van Welie is our school Chaplain. Debbie is supporting the school.

FACILITIES FOR PHYSICAL EDUCATION AND OUTDOOR ACTIVITIES

We have a large well equipped games hall and an additional hall both of which offer opportunities for physical education activities.

The Nursery Campus and some classes use the Parkhill Woods facility to enhance the Outdoor learning experience for our children.

Our Parent Council & PTA led an initiative which enabled us to secure funding in order to obtain a Multi-Use Games Area (MUGA), Trim-trail, climbing frame and chutes in the playground.

Our P6 pupils lead on supporting the Loose Play Initiative in our school playground. Pupils are given natural resources to stimulate play and creativity and develop imaginations. Further to this pupils also develop their problem solving skills.

<p>All our programmes of learning have skills for learning, life and work placed firmly at the centre. Learning experiences ensure that pupils see relevance in their learning in relation to their own contexts and to wider contexts they may become exposed to throughout their lives as learners.</p>

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

The curriculum is designed in order to ensure challenge & enjoyment, breadth, progression, depth, personalisation and choice, coherence and relevance. The learner should be at the centre of the learning process, where their own individual cultures, backgrounds, skills & interests are valued and developed.

Pupils learn about the range of subjects exemplified earlier in our handbook. Pupils learn about the discrete elements of these curriculum areas in terms of knowledge, skills and understanding, but also learn about links between curriculum areas and learning contexts i.e. the Ethos and life of the school as a community, Curriculum areas and subjects, Interdisciplinary learning and Opportunities for personal achievement.

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

Parents can also access further information about Curriculum for Excellence, including specific experiences and outcomes for Early, First, Second and Third levels from a variety of on-line resources. Excellent sources of information can be found at:- <https://education.gov.scot/parentzone/>. Careers advice can be obtained from Skills Development Scotland at:- www.skillsdevelopmentScotland.co.uk

Active Learning

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

Planning Children's and Young People's Learning

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

At the start of each programme of learning, pupils are asked about their existing knowledge base about a topic, what they would like to learn more about and how they would like to learn it. There remains a strong focus on core skills development within all areas with particular emphasis on Languages and literacy and Mathematics and numeracy.

All pupils are members of Community Learning Teams within our school. Each team deals specifically with an aspect of school improvement, e.g. Spanish, French, Gaelic, and Rotakids. Pupils are invited to express their personal choice for inclusion in one of the 8 Learning Teams. Almost all pupils are able to be allocated one of their first five choices.

Learning at Home

The school's homework policy can be found here www.st-margarets.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

All pupils follow the Programmes of Learning inherent to Falkirk Council's Sexual Health and Relationships Framework. This includes the Feel, Think, Do resource which seeks to promote the prevention of Child Sexual Abuse in an age-appropriate and sensitive manner.

Substance Use and Misuse Education are taught as aspects of Personal Safety and dealt with in a sensitive and age-appropriate manner.

Religious Instruction and Observance

Religious Instruction

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

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

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

Religious Observance/Time for Reflection

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

Withdrawal from Religious Instruction and Religious Observance/Time for Reflection

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

Extra Curriculum Activities

Every school is encouraged to offer as wide a range of sporting and cultural activities as possible. There are some extra-curriculum activities available for pupils during lunchtime. 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.

Facilities for Physical Education and Outdoor Activities

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

Gym days for pupils are: Mondays, Thursdays and Fridays with a Visiting Specialist Teacher. Class teachers will advise pupils and their families of specific days and times.

We are proud to state that we deliver the Scottish Government recommendation of our pupils accessing two hours physical education a week. These two hours may be delivered in a variety of ways through active play, outdoor learning, walking in the local area as well as the traditional P.E. lessons delivered in the main gym hall.

Active Schools

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

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

www.falkirkcommunitytrust.org/sport/active-schools

Assessment and Reporting

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

Learner's progress is defined within the following levels:

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

Achievement of a level means that the learner has achieved a breadth of learning across the curriculum area and has met the appropriate benchmarks; that they have

responded consistently well to the level of challenge in their learning and can apply what they have learned in new and unfamiliar situation.

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

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

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

Parent consultations are in November and February/March each year. This provides an opportunity for you to discuss your child's progress with their teacher.

Parents/carers are also invited to attend a range of curriculum learning events in school throughout the session, where your child will share different aspects of their learning with you.

Parents/carers are issued with an Annual Progress Report which is distributed around May/June. Additional information regarding children's progress is provided by class teachers in the form of written and oral feedback in the course of your child's learning.

Any child who has an additional learning need, including emotional, mental health, social or behavioural, **may** have a Form 4 (known as the Child's Plan) containing very specific learning and social targets. In the event of this, Parents/Carers will be invited to attend regular review meetings in school, which may involve partner agencies who work with us to support the needs of the children. Where appropriate, the child themselves may take part in some, or all, of the meeting.

Primary 7 pupils will, with their teacher, complete a profile which is a statement of achievement to ensure effective transitions to S1. The format for the profiles are completed through ICT software known as 'On the Button' from Graeme High

School, to ensure the right information is passed on to facilitate this effective transition.

In Nursery, each child has documented evidence of "Learning Journeys". The children are engaged in their learning and involved in recording their successes alongside their key worker. The Learning Journeys show how a child's learning has been developed in response to an individual interest they have expressed.

Section Four – Support for Pupils

Getting It Right For Every Child (GIRFEC)

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

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

Wellbeing

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

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

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

Role of Named Person

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

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

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

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

Family Support Service

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

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

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

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

Individual or group work can be delivered in school, home or in the community.

A request for support can be made through a member of school staff (named person) who will be able to talk with you, gather information & your family's views.

This helps identify the most appropriate service.

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

Protecting Children and Young People

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

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

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

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

Additional Support Needs

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

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

Support for Pupils

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

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

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

Disputes and Resolution in Additional Support Needs

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

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

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

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

Educational Psychology Service

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

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

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

Pastoral Support

All members of staff are trained in Child Protection Procedures at the start of each session. We are all fully committed to keeping our children safe and happy in, and out, of school. The Head Teacher and Depute Head Teacher share the Child Protection Co-ordinator role in St. Margaret's Primary School and Early Learning and Childcare Campus. Any information regarding a child in our school is treated confidentially and with sensitivity for that child and their families. We do, however, have a duty to share some types of information with relevant partner agencies.

Our pupils can approach any adult they are comfortable with to discuss any concern they may have. This would be then shared with a member of the Senior Leadership Team.

Transitions

We work very closely with staff from Graeme High School to ensure that our pupils make a smooth transition to S1. This involves staff from Graeme High working in our P7 classes throughout the session. This ensures that information regarding pupils' attainment and achievement is gathered effectively through direct support, observation and dialogue with the class teacher. Where, required, individual meetings are held to ensure pupils' needs will continue to be met when they enter S1.

We liaise closely with other Secondary colleagues, should you choose to have your child transfer to an alternative High School.

There is an extensive transition programme in place in school to support our Nursery pupils in transferring to P1. Our Nursery and P1 staff work very closely to ensure that information regarding pupils' progress is shared to ensure progress in learning.

Nursery Class Provision

The school's nursery class provides places for children aged 3-5 years.

Nursery class provision is non-denominational, which allows children of parents from all religions and beliefs to attend the nursery. Attendance at the nursery class does not however guarantee a place in the school.

From December 2015, our Nursery Class has become known as St. Margaret's Primary School and Early Learning and Childcare Campus. The reason for this change is so that we can include the new provision of non-term time children 0-5 years old, who will be included in our nursery class as was, term-time provision. The children attending non-term time provision will be included in the Campus, 50 weeks in the year.

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.

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

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

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

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

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

Primary to Secondary Transfer

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

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

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

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

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

Pupils with Additional Support Needs

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

Moving to the denominational secondary school

Children who are baptized Catholic

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

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

Children who are non-Catholic

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

Moving between denominational and non-denominational schools

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

Catchment Secondary School

Our Catchment Secondary School is Graeme High School. Contact details are as follows:-

Callendar Road, Falkirk FK1 1SY Telephone Number:- 01324 622576

The Head Teacher is Ms Lesley Carroll. There is also the facility to submit an on-line enquiry form from the Parentzone section of their website.

We have an excellent working relationship with our colleagues in Graeme High School, working closely to ensure our pupils make effective transitions from P7 to S1. Staff from Graeme High work within our P7 classes to get to know our pupils well and to identify any specific needs. Regular liaison meetings between Graeme High staff and our staff also make this process effective.

Pupils with additional support needs are identified early in their P7 year in order that consideration may be given regarding additional support needed in specific subject areas in Graeme High. Our pupils' emotional, mental and social health is also of paramount importance to us. We ensure that information regarding their levels of resilience, ability to embrace change, social friendships etc. are shared with Graeme High staff.

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.

Our Standards & Quality Report can be found on our school website. In this document, you will see a summary of our main achievements over the last session, including our pupils' views about our school. Also, included are our main priorities for the following session. If any parent/carer would prefer a paper copy, please contact the school office.

School Improvement Plan

In St. Margaret's Primary School and Early Learning and Childcare Campus, we use the RACI approach to School Improvement planning, which seeks to ensure that everyone is either: - Responsible, Accountable, Consulted or Informed about aspects of school improvement.

For each main task, a mobilisation task group is formed, with a member of staff assuming leadership of the group. This person is the "Accountable" person who ensures the task is carried out and its success evaluated in terms of positive outcomes for learners.

Transferring Educational Data About Pupils

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

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

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

Concerns

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

We have achieved Level 2 Rights Respecting Schools Accreditation Award and are the **first school in Falkirk Council to do so**. This award means that all stakeholders (pupils, staff and parents/carers) promote the positive language of Rights and Responsibilities throughout our school vision and ethos. The children are aware of their Rights in accordance with the United Nations Children's Rights Charter and that of children across the world.

Pupil attainment data is gathered by Falkirk Council from the Scottish National Standardised Assessments (SNSA).

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.
- <https://education.gov.scot/parentzone/> - parents can find out about individual schools. They can choose a school and select what type of information they need such as Education Scotland reports, exam results, stay on rates and free school meal entitlement.
- www.falkirk.gov.uk - contains information for parents and information on Falkirk schools.
- <http://www.childline.org.uk/Explore/Bullying/Pages/Bullyinginfo.aspx> - contains information for parents and children on varying forms of bullying and provides help for parents and children who are affected by bullying.
- <http://www.respectme.org.uk/> - Scotland's anti-bullying service. Contains information for parents and children on varying forms of bullying and provides help for parents and children who are affected by bullying
- <http://www.ltscotland.org.uk/> - provides information and advice for parents as well as support and resources for education in Scotland
- <http://www.equalityhumanrights.com/> - contains information for everyone on equality laws within the government and local authorities.

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

Disclaimer

Whilst the information provided is considered to be correct at the time of publication, it is possible that there may be inaccuracies by the time the document is posted onto the school and Falkirk Council website.