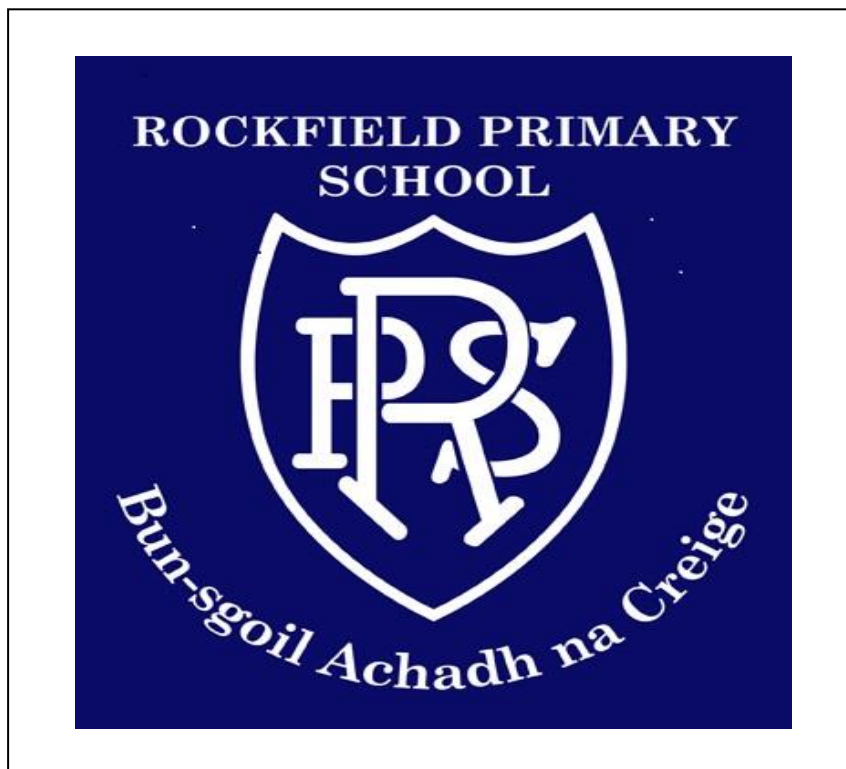




**ARGYLL AND BUTE COUNCIL**  
**Customer Services: Education**

**Bun Sgoil Achadh na Creige**  
**Rockfield Primary School**  
**Handbook**  
**Academic Year 2021/2022**



This document is available in alternative formats, on request (please contact the Head teacher).



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## GENERAL SCHOOL INFORMATION

### Contact Details

Mrs. Caroline Fothergill  
Head Teacher  
Bun Sgoil Achadh na Creige/Rockfield Primary School  
Oban Primary Campus, Lower Soroba, Oban, Argyll. PA34 4SB  
01631 568090

[www.rockfield.argyll-bute.sch.uk/](http://www.rockfield.argyll-bute.sch.uk/)

[enquiries-rockfield@argyll-bute.gov.uk](mailto:enquiries-rockfield@argyll-bute.gov.uk)

### School Roll and Stages

Present Roll:  
English Medium- 273  
Gaelic Medium-60  
Class Stages:

English Medium

P1  
P2/1  
P2  
P3/2  
P3  
P4  
P5a  
P5b  
P6  
P7/6  
P7

Gaelic Medium

P2/1G  
P5/4/3G  
P7/6G

Rockfield Primary is a non-denominational school.

### School Staff

Head Teacher:  
Depute Head Teacher:  
Acting Depute Head Teacher:  
Depute Head Teacher (Gaelic):

Mrs. Caroline Fothergill  
Miss. Laura Fawdry  
Mrs. Elaine Campbell  
Vacancy

Acting Principal Teacher:

Mrs. Claire Campbell

## Teaching Staff

P1	Mrs. Jenny Cringean/ Mrs. Kerry McClure
P1	Miss Margaret Brodie
P2	Mrs. Shona Volrath
P3/2	Miss. Pauline Seath
P3	Mrs. Gail MacLeod
P4	Miss Fiona Cameron
P5a	Mrs. Clare Bryden
P5b	Mrs. Dorothy Simpson/Mrs. Rowan Acey
P6	Mrs. Claire Campbell/Mrs Lyndsey Buchanan
P7/6	Mrs. Adele Gillies/ Mrs. Aileen Cassells
P7	Mrs. Leanne MacKay
<b>Gaelic Medium</b>	
P2/1G	Miss. Beth MacArthur
P5/4/3 G	Mr. Scott Mitchell
P7/6G	Mrs. Keira Jackson ( currently covered by Mr. Jonathan MacDonald, NQT)
<b>Learning Centre</b>	
Learning Centre Teacher	Mr. Dominic Garvin
Pupil Support Teacher	Mr. David Ainscough
<b>Music Teacher</b>	Miss. Rosie Lindsay
<b>Gaelic for Learners Teacher</b>	Mrs. Jade Brown
<b>P.E Teacher</b>	Miss. Tess MacDonald

<b>Early Learning and Childcare Department</b>	
Senior Childcare and Education Worker	Mrs. Pasi Forbes
<b>Sgoil Araich ( Gaelic ELC)</b>	
Practitioner (part time)	Mrs Anne MacFadyen
Practitioner	Miss Ellen MacKechnie
Practitioner (part time)	Miss Jenna MacCuish
ASN Assistant	Mrs Lesley MacPherson
Support Worker (lunch cover)	Mrs Wilma MacPhee
<b>English ELC</b>	
Practitioner	Mrs Debby Cooke
Practitioner	Miss Michelle MacAulay
Practitioner (part time)	Miss Emma Campbell
Practitioner (part time)	Mrs Emma Parr
ASN Assistant	Mrs Lynn Grant
Support Worker (lunch cover)	Mrs Jennifer Lockhart

<b>Support Staff</b>	
Clerical Assistant	Mrs. Karen Mackie
Clerical Assistant	Mrs. Carol MacPherson
Clerical Assistant	Mrs. Jennifer Lockhart
Clerical Assistant/ ASN Assistant/Classroom Assistant	Mrs. Margaret MacLeod
Pupil Support Assistant	Miss Karen Donald
Pupil Support Assistant	Miss Victoria Gage
Classroom Assistant/ASN Assistant	Mrs. Kate Bate

Classroom Assistant	Mrs. Marion MacCuish
Classroom Assistant	Miss Dawn MacNiven
ASN Assistant	Mrs. Lynn Robertson
ASN Assistant	Miss Kerry Tait
ASN Assistant	Mrs. Hazel Ewart-Mills
ASN Assistant	Mrs. Lesley MacPherson
ASN Assistant	Miss Shirley Wallace
ASN Assistant	Mrs. Tracey McCaig
ASN Assistant	Mrs. Fiona MacLarty
CCEW (PEF funded)	Miss Victoria Gage
Gaelic Language Auxiliary	Mrs. Mary MacLellan

<b>Music Instructors</b>	
Violin Instructor	Miss Hazel Clark
Chanter Instructor	Mr Angus MacColl
Brass Instructor	Mr. Martin Douglas

Senior Janitor	Mr. Keith Millar
Janitor	Mr. David MacVicar
Janitor	Mr. Joe Brown
Catering Supervisor	Miss Katy Richell

## School Day

### ELCC (Nursery)

9.00 a.m. - 3.00p.m

### P1-P7

Morning session 1:	9:00am - 10:30am
Morning break:	10:30am - 10:45am
Morning session 2:	10:45am - 12:15pm
Lunch break:	12:15am - 1:15pm
Afternoon session:	1:15pm - 3:15pm

Details of school holidays can be found on page 47

## Early Learning and Childcare Provision

All eligible two, three and four year olds are entitled to 1140 hours (pro rata) of funded Early Learning and Childcare (ELC). 1140 hours ELC is intended to support child development, help close the attainment gap through the provision of high quality services, and support parents to work, train or study. ELC can be accessed through local authority settings, partner provider nurseries and childminders. Parents can also choose to have a blended placement using more than one setting and/or childminder. Further ELC Information for parents is available via

<https://www.argyll-bute.gov.uk/registering-your-child-nursery> and an ELC Parents Booklet [https://www.argyll-bute.gov.uk/sites/default/files/elc\\_info\\_for\\_parents\\_booklet\\_rev\\_december\\_2019.pdf](https://www.argyll-bute.gov.uk/sites/default/files/elc_info_for_parents_booklet_rev_december_2019.pdf).

Please see <https://www.argyll-bute.gov.uk/early-years> or call our Early Years Helpline on 01369 708503 for further information and for details of the nearest establishment/s offering early learning and childcare.

At Rockfield ELC, Children will have the option of attending 5 sessions of 6 hours a week either through the medium of English or Gaelic (Sgoil Araich). Children will experience a play based curriculum with daily opportunities for indoor and outdoor play. They will also have regular opportunities to explore and investigate our community. Early Literacy and Numeracy is promoted through a range of high quality play experiences and in Sgoil Araich, there is emphasis placed on the acquisition of Gaelic language through a total immersion approach. Planning of activities and experiences is always responsive to the children's needs and interests.

### **Visits of Prospective Parents/Carers**

Rockfield Primary School provides pre-school education in both English and Gaelic Medium. If you wish to discuss both of these medium prior to registration, please arrange a meeting with a member of the management team through the school office.

Once your child has been allocated a place you will be invited along to meet the staff and children, to find out more about the curriculum and to share information about your child.

Please see [www.argyll-bute.gov.uk/education-and-learning/placing-your-child-school](http://www.argyll-bute.gov.uk/education-and-learning/placing-your-child-school) for further information.

### **School Uniform**

The Education Committee recommended at its meeting of 21 August 1997 that - 'the adoption of a distinctive dress code chosen to enhance the ethos of the school should be encouraged in all schools'. Given that there is substantial parental and public approval of uniform, schools in Argyll and Bute are free to encourage the wearing of school uniform.

In Rockfield Primary School, the suggested uniform is as follows:

**BOYS:** Navy trousers or shorts  
Navy V-neck jumper, navy round necked jumper or navy cardigan  
White shirt or polo-shirt  
School tie

**GIRLS:** Navy skirt/dress, trousers or shorts  
Navy V-neck jumper, navy round necked jumper or navy cardigan  
White shirt or polo-shirt  
School tie

**PE KIT:** White or clan t-shirt  
Navy shorts



## Change of trainers/plimsolls

Clan colours:

Dunollie:	Blue
Aros:	Green
Duart:	Red
Gylen:	Yellow

Please also ensure that your child has an apron or old, large shirt to protect their uniforms during messy activities.

Please note that school uniform is not compulsory and it is not policy to insist on pupils wearing uniform or having specialist items of clothing in order to engage in all of the activities of the curriculum. As such, pupils will not be deprived of any educational benefit as a result of not wearing uniform.

However, there are forms of dress which are unacceptable in school, such as items of clothing which:

- potentially encourage faction (such as football colours);
- could cause offence (such as anti-religious symbolism or political slogans);
- could cause health and safety difficulties (such as loose fitting clothing, dangling earrings);
- are made from a flammable material, for example shell suits in practical classes;
- could cause damage to flooring;
- carry advertising, particularly for alcohol or tobacco; and
- could be used to inflict damage on other pupils or be used by others to do so.

All clothing brought to school should be labelled or marked in some way, as it is difficult for children to distinguish their own clothing from others.

## School Clothing Grants

Grants of £100 are available for any child who will attend an Argyll and Bute Council school and whose parent(s) receive:

- Income Support
- Income Based Job Seekers Allowance
- Income related element of employment and Support allowance
- Council Tax Rebate or Housing Benefit (25% reduction for single occupancy is not included)
- Child Tax Credit and Working Tax Credit (income should not exceed £7,330)
- Universal Credit (monthly take home pay for period must be under £610)

Pupils aged between 16 and 18 years who receive any of the above benefits in their own right also qualify.

To complete an online application form please visit <https://www.argyll-bute.gov.uk/education-and-learning/childcare-school-and-education-grants-0>. Alternatively, please contact Customer Services: Education on 01369 708548 or your local benefit enquiry office.

Please note that the above eligibility criteria is correct at time of publishing (October 2020) and may be subject to change by the start of August 2021. The link above will contain the most up-to-date information.

If you are not eligible for any of the benefits listed above there is a separate application process available and you should contact either 01369 708548 or your local benefit enquiry office for details.

## Parental Concerns

Concerns can be raised at any time by telephone, email, letter or in person. In the first instance, it is best to contact the member of the management team with responsibility for the class your child is in:

P1	-	Mrs. Elaine Campbell
P2-4	-	Mrs. Claire Campbell
P5-7	-	Miss Laura Fawdry
Gaelic Classes	-	Mrs. Caroline Fothergill
Learning Centre	-	Mrs. Caroline Fothergill

Concerns can also be raised with the Head Teacher at any time.

We will always endeavour to address and resolve concerns at the earliest opportunity.

## Pupil Absence Procedures

Parents are required to contact the school every day for any absence other than holiday. Council policy is that we will contact a parent if a child is absent and no communication has been forthcoming from the parent. We may do this by phone or text message.

It is important to note that if a child does not arrive at school and there is no reasonable explanation provided for his / her absence then members of staff will be required to ascertain the whereabouts and safety of the individual child. In order to avoid causing unnecessary concern for staff and parents / carers, the importance of good communication between home and school cannot be over-emphasised.

Parents / carers are asked to assist school staff in the manner detailed below:

Parents and carers **must** notify the school by 9:30pm on each day of absence, due to illness, otherwise the school is required to contact the parents to ensure that your child is in your care and not missing. In the event that the school cannot contact you, we will contact your designated emergency contacts. We may do this by phone or text message. If we are unsuccessful with them, we may then contact the Social Work Department and/or Police

## Early Learning and Childcare Attendance

A child's entitlement to funded ELC will be 1140 hours (pro rata), generally arranged as 5 x 6 hour sessions over 38 weeks within the school year. However, some standalone units are

offering a different pattern of provision. Information on what nurseries are offering can be obtained from each nursery or school or on the Council website.

Children who attend in a regular pattern settle well into the early learning and childcare routine, have the opportunity to build firm relationships with adults and peers and experience continuity of learning. During the induction period however, adaptations are made to meet the needs of the individual child.

### School Attendance

Parents/carers are responsible for ensuring that their children attend school regularly and arrive on time. They are also responsible for ensuring the safety of their children on their journeys to and from school.

Regular and punctual attendance is linked closely to achievement and school staff wish to work with parents/carers to ensure that children can reach their full potential. The school is required by law to maintain an accurate record of the attendance and absence of each pupil and parents/carers are requested to assist in this process by keeping the school informed if their child is to be absent for any reason.

It is important to note that if a child does not arrive at school and there is no reasonable explanation provided for his/her absence then members of staff will be required to ascertain the whereabouts and safety of the individual child. In order to avoid causing unnecessary concern for staff and parents/carers, the importance of good communication between home and school cannot be over-emphasised.

Parents/carers are asked to assist school staff in the manner detailed below:

#### Planned Absence

- Parents/carers are encouraged not to arrange family holidays during term time but it is realised that, in exceptional circumstances, this is unavoidable. In such cases, parents/carers are asked to seek permission from the Head Teacher and provide information of the dates when the child is to be absent from the school in good time.
- Except in cases of emergency, planned appointments for children to attend the dentist or doctor should be made outwith the school day.

### **Parent / Carer Contact Details**

Parents/carers are asked to ensure that telephone contact numbers – home, work and emergency contact(s) are kept up-to-date and are numbers at which a response can be obtained in all normal circumstances.

### **The Complaints Procedure**

A complaint is 'an expression of dissatisfaction about the Council's action or lack of action, or about the standard of service provided by or on behalf of the Council'.

Complaints can be notified in person, by phone, by email or in writing to the Head Teacher. If parents/carers have cause for complaint they should contact the school in the first instance to make an appointment to meet with the Head Teacher or member of the management team.

## **PARENTAL INVOLVEMENT**

We have an existing PTA which incorporates the Parent Council and Parent Forum. All parents are welcome to become involved. As well as fundraising, the PTA groups promotes partnership with school and enables us to incorporate their views in the school improvement process. We also have an ELCC parents' group who meet regularly with our Lead Childcare and Education Worker, Mrs Forbes to discuss issues relevant to nursery.

We communicate with parents/carers in the following ways:

- Text
- Email
- Use of the "Xpressions" App which can be downloaded on to your smartphone.
- We also use letters and phone calls to keep in touch with parents/carers.
- Our Facebook Page celebrates achievements, offers information and details the events of the week ahead.

There will be lots of opportunities for you to get involved with your child's learning through attending parental engagement events- each class plans a minimum of 4 events a year. In addition, there will be further opportunities for family learning.

Argyll & Bute's Parental Engagement Strategy may be viewed at: [https://www.argyll-bute.gov.uk/sites/default/files/parental\\_engagement\\_strategy\\_final\\_feb\\_19.pdf](https://www.argyll-bute.gov.uk/sites/default/files/parental_engagement_strategy_final_feb_19.pdf)

## **Homework**

Homework can be a great way of supporting your child's learning in school. Parents/Carers are encouraged to continue to support their children's learning through supporting our homework policy:

- Homework tasks will focus on the core skills of literacy and numeracy.
- Reading homework will be issued from and may include preparation of reading texts, practice of common words and sight vocabulary.
- An additional task will be issued and will either be a literacy task (spelling or writing) or a numeracy task (based on mental agility)
- Sufficient time will be given for homework to be completed
- We will support children who struggle to complete homework
- We will also offer suggestions of ways to continue learning at home through target letters
- We will not issue practical homework tasks which require lots of time, material and input
- We will not issue homework in August, the last two weeks of December or the last two weeks of June
- We will not issue homework to be completed at weekends or holidays
- We will not punish children who for whatever reason are not able to complete homework tasks

Increasingly we use Google Classroom as an online platform for providing homework. You will be issued with instructions as to how to access this and your child will be provided with a user name and password.

## **Becoming Involved in School**

The school values the important part that parents/carers play in their children's education and sees partnership with parents/carers as an effective way of enhancing children's achievements and promoting better school ethos and communication. There are lots of ways in which you can be involved in the life and work of our school, as detailed below.

## **Opportunities for Parental Involvement**

The school welcomes family members in the following ways.

In the forthcoming session, the school will engage with families and community during the school day through:

- Helping in the ELC (Nursery)
- Art / Craft activities
- Sharing knowledge and expertise in some aspect of the curriculum (e.g. topic talk), history, science, health, developing the young workforce
- Practical activities in science, maths, social subjects, health education (e.g. first aid) or technology
- Reading stories to groups of children, playing reading / phonics games
- Supervising board games
- Teaching playground games
- Skills afternoons activities, e.g. board games, art and craft in small groups
- Running or assisting to run a Lunchtime Club
- Supporting educational visits / trips
- School concerts – making costumes, props, supervision of children
- Road safety – Cycle Training

Out with the school day:

- Fundraising events
- Trips, e.g. sporting events, concerts
- Wider-curricular activities, e.g. coaching, sports / art clubs / country dancing / school grounds – maintenance of garden / allotment areas

If you wish to be a regular parent helper, PVG (Protecting Vulnerable Groups) checks must be completed. Please discuss this with staff.

## Parent Councils

Parent Councils are now established in all Argyll & Bute primary and secondary schools. The Scottish Schools (Parental Involvement) Act 2006 recognises the vital role that parents/carers play in supporting their children's learning.

The basic principle underpinning the Act is the desire to have children become more 'confident learners' through closer working between each family and school. It is anticipated that this can be done in three ways. These are: -

1. Learning at Home: direct parental involvement in the child's learning at home and in the community.
2. Home/School Partnership: closer working partnerships between parents/carers and the school – such partnerships being essential to ensure that the child gets maximum benefit from their school experiences.
3. Parental Representation: Parent Councils will be parent/carer led and school supported, with all parents/carers being automatic members of the 'Parent Forum' and the Parent Council representing their views.

You can find out more about your Parent Council by contacting the Head Teacher or emailing the PTA (which incorporates the Parent Council): [rockfieldpta@hotmail.co.uk](mailto:rockfieldpta@hotmail.co.uk)

## Parentzone Scotland

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>.



**Parentzone**  
SCOTLAND

**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-39I/subscribe](https://edscot.org.uk/p/LQE-39I/subscribe)

Email: [enquiries@educationscotland.gsi.gov.uk](mailto:enquiries@educationscotland.gsi.gov.uk)

[education.gov.scot/parentzone](https://education.gov.scot/parentzone)



## SCHOOL ETHOS

In our school we are committed to providing appropriate opportunities for the development of pupils' spiritual, moral, social and cultural values through both the ethos and the curriculum. This will be undertaken in partnership with parents/carers and will take account of the individual needs of pupils and the views of parents/carers.

In our school we are committed to providing appropriate opportunities for the development of pupils' spiritual, moral, social and cultural values through both the ethos and the curriculum. This will be undertaken in partnership with parents/carers and will take account of the individual needs of pupils and the views of parents/carers.

Our School **Vision** is: **Achieve, Believe, Belong**

**Our Values:**

Learning

Respect

Equity

Inclusion

Community

Nurture

**Our Aims:**

We aspire to provide every child with high quality learning and teaching cross the curriculum, enabling them to be:

- Motivated lifelong learners
- Confident individuals who are cared for, nurtured and supported
- Respectful to themselves and towards others
- Included in all aspects of school life, irrespective of need
- Successful in a range of aspects of school life
- Effective contributors to a community rich in heritage and culture

Our school welcomes and encourages diversity and individuality, while emphasising our common commitment to moral values such as honesty, respect for others, compassion and justice. Fundamental principles of our school are that all who are involved in the life of our school have the right to be respected as individuals and carry the responsibility to act in a considerate and respectful manner towards others. We are firmly committed to the elimination of any form of discrimination on the grounds of race, religion, gender or disability.

### **School and Community Links**

The school is fortunate enough to benefit from positive links with a number of local organisations and community members. These include:

- School Chaplains - Rev Dugald Cameron and Rev James Beaton
- Community Development Worker - Maureen Evans
- Gaelic Development Officer - Duncan MacNeil
- Youth Engagement Officer - P.C Claire Brown
- Greenshoots Garden Organisation
- Oban Rotary Club
- Hebridean Pursuits Outdoor Learning Organisation
- GRAB trust



- Scottish Association for Marine Science

This is by no means an exhaustive list.

Our partnerships with a range of organisation inform and enhance our curriculum.

## Promoting Positive Behaviour

Good behaviour is essential to good learning. The general aim of the school is to provide an atmosphere of mutual respect and collective responsibility. Pupils, parents/carers and staff all have an important part to play in producing and sustaining this positive ethos. The rules of the school are of a common sense nature, bearing in mind the interest and safety of all concerned.

Our school rules are as follows:-



Be sensible



Be respectful



Be hard working

## Discipline

Our approaches to promoting positive behaviours are based on the following “5 Pillars of Practice” which underpin our Relationships Policy.

<b>Pillar 1</b> <u>Consistent, calm adult behaviour</u>	<b>Pillar 2</b> <u>First attention to best conduct</u>	<b>Pillar 3</b> <u>Relentless routines</u>	<b>Pillar 4</b> <u>Scripted interventions</u>	<b>Pillar 5</b> <u>Restorative follow up</u>
<p>All adult behaviour will be calm and controlled reflecting the vision and values of the school</p> <p>All adults will be kind, caring but demanding of the <b>highest standards of behaviour</b></p> <p>Key values such as <b>respect</b> will be specifically taught through the HWB curriculum and <b>revisited frequently</b> throughout the year</p> <p>Expected behaviours are based on the three key rules of :  <b>Be sensible</b>  <b>Be respectful</b>  <b>Be hardworking</b>  will be <b>taught, reinforced, modelled</b> and applied consistently</p>	<p>Adherence to school rules and expected behaviour will be acknowledged quietly but regularly through verbal recognition:</p> <p><b>“Above and beyond”</b> behaviours will be recognised through:  Class achievement board which acts as a recognition of all achievements, but should include examples of positive behaviour which goes beyond expectations</p> <p>Clan Points</p> <p>We will continue to have P1-5 Pupil of the Week certificates.</p> <p>In P6/7 each month, class teachers (with the help of support staff) will select 2 children who through very positive behaviour have been selected to join the Head teacher for a Friday afternoon hot chocolate and snack. ( 2.30-3.00pm) They will be presented with a “ surprise invite” in advance</p>	<p>The whole school will implement consistent; routines :</p> <p>Lining up quietly and quickly  Moving through school in a calm and controlled manner-  “Fantastic/Wonderful Walking”</p> <p>All children will be warmly welcomed to school each day (meet and greet)</p> <p>Manners- All children expected to demonstrate appropriate manners:  Good Morning  Good Afternoon  Excuse Me  Please/Thank you</p> <p>Speaking respectfully to one another and to all adults within the school community irrespective of their post or position.</p>	<p>The language of choice will be used with children .Clear consequences will be indicated as part of this e.g.  <i>If you choose to.....  There will be a consequence</i></p> <p>Cautions alongside reminders of the positive behaviour sought, will be delivered</p> <p>All children are expected to be accountable for their own behaviour. Consequences, where required, will consist of the following:  Moving to a quiet area of the class  Time out within another class  Missing a break or part of a break. If a child misses a break, they will be supervised by a member of SLT and will be involved in something productive e.g. tidying library books, sharpening pencils.</p>	<p>Restorative conversations will be used with children who require further follow up based around the following responses:</p> <p>What has happened?  What the impact has been on those involved: i.e. who has been affected and in what ways they have been affected?  . What needs to happen to put things right or to make things better in the future?  Our pupil restorative practice group(Helping Hands) will be relaunched to enable more minor incidents to be effectively dealt with at the time</p>

## **Important messages for parents/carers**

- Our expectation is that you will work in partnership with school staff to support and reinforce these approaches
- We expect you to teach and reinforce respectful behaviour at home. Clear expectations around respectful and sensible behaviour begin at home.
- When we send positive notes home or certificates, we'd be grateful if you too would recognise and reinforce praise
- Children are always learning. We expect them to make mistakes. We also expect you to support us in helping us to change behaviours when they do not reach the expected standards. Promoting positive behaviour is a shared responsibility.
- Children with significant additional support needs will require and are entitled to a highly personalised approach.
- We may ask you to meet with us if we need your help.
- Concerns and issues should always be raised with the school directly. We would ask that you be particularly mindful of your responsibility in using social media

## **Discipline**

The information included within our relationships policy, underpins our approach to school discipline. Children will be given every opportunity to get back on track with positive behaviour. Natural consequences are promoted. If your child is involved in a serious incident regarding discipline we will meet with you to discuss this and look for opportunities and strategies to support your child to demonstrate appropriately safe and respectful behaviour. We actively promote positive partnerships with our parents to resolve any discipline matters at the earliest opportunity.

## **Anti-Bullying**

Argyll and Bute's Anti-Bullying Policy may be viewed at: [https://www.argyll-bute.gov.uk/sites/default/files/anti-bullying\\_policy\\_july\\_2019.pdf](https://www.argyll-bute.gov.uk/sites/default/files/anti-bullying_policy_july_2019.pdf)

*If your child experiences bullying behaviour at Rockfield Primary, we will:*

- Listen carefully to your child's concerns
- Investigate the incident(s) thoroughly, to determine the facts at the earliest opportunity.

*If bullying behaviour is indicated, we will:*

- Assure your child that we will keep them safe and make sure they have a key adult to talk to.
- Offer on-going support for your child for as long as is required.
- Use agreed restorative approaches in discussion with the child displaying bullying behaviour to highlight impact of their actions and work with the child to resolve the issue.
- Inform the parent/ carer of the incident and ask for their help in reinforcing anti-bullying messages.
- Inform class teachers and support staff so that additional supervision and monitoring can take place,

- Record the incident and actions taken as part of our electronic recording system.
- Review the effectiveness of the action taken, with your child after a week, a month, or longer, to ensure that they are no longer experiencing bullying behaviour,

*If your child is involved in displaying bullying behaviour we will*

- Inform you at the earliest opportunity so that we can work together to address the issue.
  - Discuss with your child the intent and impact of their actions through restorative practice approaches
  - Encourage them to take steps to repair damage to relationships
  - If necessary, provide a sanction, which may include loss of break or privilege.
- For more information, please refer to our Anti-Bullying Policy.

## **Celebrating Achievement**

Children work hardest when they know their work will be appreciated and praised. All staff encourage pupils at all times and in all activities to give their best. Their effort may be rewarded verbally by praise, or non-verbally by a smiley face or sticker.

The whole school celebrates achievement by giving certificates to award pupils for good work, effort or kindness shown to others.

These are generally issued at weekly assemblies but the class teacher may choose to send home recognition of achievements through their own class certificates.

We also have an achievement display outside every class room in order that we can regularly recognise achievements of children both in and out of school

## **Wider-Curricular Activities**

Currently we have a well-established Chess Club which is run by parents and local community members on a Monday after school for P4 and above.

We have an active Rockfield Shinty Team which children can join from P3 upwards.

Miss Lindsay, our music teacher, also runs our choir on a Monday afternoon, after school for P4-7.

Mr Millar, our janitor, runs a football club for P5-7.

At other times in the year other clubs will run for a block of time and parents/carers will be informed of these in good time.

From time to time we run homework clubs for both Gaelic and English pupils.

## Pupil Council

Currently we run a Pupil Voice Group which represents all classes at Rockfield. We also have a number of senior pupil leadership groups who contribute to our school community. These include:

- Restorative Practice Group- “Helping Hands”
- Playground Leaders Group
- Paired Reading Group
- Anti-Bullying Group

Pupil voice is actively encouraged and reflected in the part in which children play in feeding into the school improvement process. We reflect this in our How Good is OUR School Framework which we term “Wee HGIOS”.

Pupil views are regularly sought through focus groups, questionnaires and the “Anything Book” which each class contributes to and helps inform and support pupil voice.

Anything is an acronym used to reflect the following:

<b>A</b>	Achievements- class or individual
<b>N</b>	News (in school and out)
<b>Y</b>	Your questions ( about things which affect you in school)
<b>T</b>	Thoughts and opinions ( about learning, about things that you feel are going well in our school)
<b>H</b>	Heartaches (things you wish to see improved)
<b>I</b>	Ideas for things in class or school which will help everyone believe, achieve, belong!
<b>N</b>	News – from your class
<b>G</b>	General knowledge, questions or comments

## CURRICULUM FOR EXCELLENCE (CFE)

Curriculum for Excellence (CfE) is the Scottish National Curriculum which applies to all children and young people aged 3-18, wherever they are learning. It aims to raise achievement for all, enabling children and young people to develop the skills, knowledge and understanding they need to succeed in learning, life and work.

The Four Capacities - the curriculum aims for all children to become:

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

The Eight Curriculum areas are:

- **Expressive Arts** – including art and design, dance, drama and music
- **Health and Wellbeing** – mental, emotional, social and physical wellbeing; PE; food and health; substance misuse; and relationships, sexual health and parenthood

- **Languages** – listening and talking, reading and writing in English and modern languages, plus classical languages and literacy, and Gaidhlig/Gaelic learners (where available)
- **Mathematics** – including analysing information, solving problems and assessing risk
- **Religious and Moral Education** (denominational and non-denominational) – learning about Christianity, other world religions, and developing values and beliefs
- **Sciences** – understanding important scientific concepts across planet Earth, forces, electricity and waves, biological systems, materials and topical science
- **Social Studies** – understanding people, place and society in the past and present including history, geography, modern studies and business education
- **Technologies** – including computing science, food, textiles, craft, design, engineering, graphics and applied technologies

Additional important themes across the curriculum are creativity, enterprise and global citizenship, which include sustainable development, international education and citizenship.

## Learning Opportunities

Your child will learn in a variety of different contexts and groups including ability, co-operative and social.

## Curriculum Levels

There are national levels to describe different stages of learning and progress. For most children the expectation is:

- Early Level – early learning and childcare to the end of P1
- First Level – to the end of P4
- Second Level – to the end of P7
- Third and Fourth Levels – S1 to S3, with the fourth level broadly equivalent to SCQF level 4
- Senior Phase – S4-S6, and equivalents in other settings, where pupils/students can continue to develop the four capacities and achieve qualifications

## The Senior Phase

The Broad General Education in secondary schools continues from S1 to S3. All children will develop an S3 profile that describes their learning and achievement from S1 to S3. During S3 (normally January or February), pupils will be asked to choose the courses that they will follow in S4. It is these S4 choices that lead to national qualifications.

Each school will design a senior phase that best meets learners' needs, whether that is continuing in school, learning full or part time in college, community learning or work-based learning or a combination of these. For example, it may be possible to pick up specialist subjects and work placements that can help young people get real experience of the industry or sector that interests them.

Each young person will, in practice, have discussions with teachers and parents/carers to discuss and decide the subject choices that best suit them for the Senior Phase.

## **Skills for Learning, Life and Work**

The development of the skills for learning, life and work are the responsibility of all practitioners and include literacy, numeracy and associated thinking skills; health and wellbeing, including personal learning planning, career management skills, working with others, leadership and physical co-ordination and movement skills; and skills for enterprise and employability.

Through Curriculum for Excellence children and young people are entitled to a continuous focus on literacy, numeracy and health and wellbeing. These skills are essential if children and young people are to gain access to continuous learning, to succeed in life and to pursue a healthy and active lifestyle. The use of ICT underpins these overlapping and mutually supportive skills sets; ICT skills will continue to be developed in a variety of contexts and settings throughout the learner's journey.

All children and young people are entitled to opportunities for developing skills for learning, life and work. These skills are relevant from the early years right through to the senior phase of learning and beyond.

## **16+ Learning Choices**

16+ Learning Choices is a guaranteed offer of a place in post-16 learning for every young person who wants it. This is the Scottish Government's model for helping young people to stay in learning after the age of 16.

16+ Learning Choices looks to help reduce youth unemployment in Scotland and to contribute towards economic growth. 16+ Learning Choices seeks to equip all young people in Scotland with the skills and knowledge they need post-school to achieve their full potential and find a positive destination in further education, training or employment. 16+ Learning Choices is seen as an integral part of Curriculum for Excellence.

## **The Pupils' and Parents' Voice**

Personalisation and choice is one of the seven principles of curriculum design and children and young people throughout their education will have the opportunity to discuss with their teacher the context in which they learn and how they will approach the learning. Staff will discuss new learning with the children at the beginning of a new topic and plan together the areas of specific focus, e.g. World War 2 – The Battle of Britain. This will be shared with parents/carers through

the homework diary and parents/carers will be invited to support the learning by sharing resources from home, e.g. a ration book, or by visiting the school to deliver a talk.

Parents/carers will be invited to share comment regarding the planned work for their child at various points throughout the year and are encouraged to feedback comment at any time through their child's homework diary.

## **The Curriculum at School, Local and National Level**

You can find out more about our curriculum at Rockfield Primary by requesting a copy of our curriculum rationale and curriculum map, both of which are updated annually.

Further curriculum information can be found by accessing the following links:

[https://www.argyll-bute.gov.uk/sites/.../argyll\\_bute\\_vision\\_strategy\\_final\\_web.pdf](https://www.argyll-bute.gov.uk/sites/.../argyll_bute_vision_strategy_final_web.pdf)

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

We will regularly review our curriculum to ensure that it reflects both our local and national context. It should also reflect our key drivers for improvement. We will always consult with parents/carers, pupils and partners when reviewing our curriculum,

## **Careers Information Advice and Guidance**

Through partnership working, schools plan with a variety of organisations to ensure that career information, advice and guidance are an integral part of the curriculum. This provides children and young people with real and relevant learning opportunities that can be applied both in and beyond the classroom.

We promote learning about careers through our approach to Developing the Young Work Force. We link the children's learning intentions to skills for life, work and learning. We link our planned learning to future employment in order that children understand the relevance of the skills, knowledge and attributes which they are learning.

## **Financial Guidance**

Financial education is incorporated into our progression pathways in Maths and Numeracy. Children are afforded opportunities to apply financial learning through planned learning experiences in line with the work undertaken in developing skills for life, work and learning

## **Sexual Health and Relationships Education**

Sexual Health and Relationships Education is part of Health and Wellbeing. The main areas covered are:

- Respecting themselves and others
- Respecting individual differences
- Ways of expressing and dealing with feelings and emotions

- Ways of keeping safe
- Positive and supportive relationships

These areas are recommended by Scottish Government and are age and stage appropriate.

An effective programme of education about Sexual Health and Relationships is best built on parents/carers and schools working in partnership and assuming shared responsibilities. We aim to keep parents/carers informed about the nature and purpose of the learning programme their children will follow, and to seek parents'/carers' views at appropriate times. Any parents/carers who do have any questions or concerns should contact the Head Teacher directly.

## **Drugs Education**

In accordance with the Scottish Government guidelines and Argyll & Bute Council Education Department policy and practice, and in common with all Argyll & Bute schools, this school has in place procedures for dealing safely and effectively with drug-related incidents.

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Drugs education is part of our Health and Wellbeing Framework and can be obtained by contacting the Head Teacher. We have developed learner progression pathways linked to substance misuse which can be shared on request.

Further information can be obtained by contacting the Head Teacher or via [www.argyll-bute.gov.uk/social-care-and-health/argyll-and-bute-addiction-team-abat](http://www.argyll-bute.gov.uk/social-care-and-health/argyll-and-bute-addiction-team-abat).

## **Religious and Moral Education**

The programme for Religious Education in our school aims to help pupils learn about Christianity and other major world religions and to recognise religion as an important part of human experience. Pupils will also be encouraged to learn from religions and helped to develop their own beliefs, attitudes, moral values and practices through a process of personal search, discovery and critical evaluation.

Please note that parents/carers have the right to withdraw from religious observance / education. If a parent /carer wishes to withdraw their child from Religious and Moral Education classes or attendance at school assembly or church services they should contact the school and discuss their concerns with the Head Teacher.



## ASSESSMENT

Assessment is crucial to tracking progress, planning next steps, reporting, and involving parents/carers and learners in learning. Evidence of progress can be gathered by learners themselves and by fellow pupils (peers), parents/carers, teachers and other professionals.

A number of approaches are employed including the following:

- Self-assessment – learners will be encouraged and supported to look at and revisit their own work to develop a better understanding of what they have learned and what they need to work on
- Peer assessment – learners will be encouraged and supported to work together to help others assess what is good about their work and what needs to be worked on
- Personal learning planning – children, teachers and parents/carers will work together to develop planning for next steps in learning
- Profiles – a statement of achievements both within and out with school, to be introduced at P7 and S3.

Your child's progress is not only based on 'tests' but on the learning that takes place within the classroom and in different settings out with the classroom.

Evidence of children and young people's progress and achievements will come from day to day learning and through the things they may write, say, make or do. For example, evidence may emerge as a result of children and young people taking part in a presentation, discussion, performance, or practical investigation. Evidence may be captured as a photograph, video or audio clip as part of a particular learning experience.

Assessment takes place as part of ongoing learning and teaching, periodically and at key transitions.

### **The Scottish National Standardised Assessments (SNSA)**

From August 2017 the Scottish Government has introduced a single, nationally developed set of standardised assessments, designed to reflect the way we deliver education in Scotland, through Curriculum for Excellence. These assessments are expected to replace the variety of existing standardised assessments that local authorities and schools use at the moment.

Ongoing and informal assessment is, and will continue to be, a central part of everyday assessment. Teachers will continue to draw on all of the assessment information available to them, when considering children's progress and planning the next steps in their learning.

SNSA focus on aspects of reading, writing and numeracy and children in P1, P4, P7 and S3 will be assessed. P1 children will take two SNSA assessments: one in literacy and one in numeracy. P4 children will take three SNSA assessments: one in reading, one in writing and one in numeracy. P7 children will take three SNSA assessments: one in reading, one in writing and one in numeracy. S3 young people will take three SNSA assessments: one in reading, one in writing and one in numeracy. Please note that some pupils will not access SNSA due to their specific additional support needs.

The online assessment system will produce feedback information about where your child did well and where further support is required. Your child's teacher will use this feedback to help plan next steps and provide further support as appropriate. Providing the right support at the right time will help to ensure your child can reach his or her potential.

## REPORTING

Reporting informs parents/carers of progress in learning and achievement. This will be through a range of approaches including meetings at parents' evenings or in written form.

We hold a parent/carer's evening in October and March where you can discuss your child's progress and next steps with the class teacher. We also send home your child's "Learning Journal" which gives a flavour of learning experiences and includes recognition of skills being learned. In June we send home a summary of your child's achievements.

You will also be invited into class regularly to share with your child their achievements.

Parents will get regular information about their children's strengths, progress and achievements. This will take account of their achievements in key areas of learning such as literacy and numeracy and in different contexts and settings including across curriculum areas, the life and ethos of the school, and learning outwith the school, including the wider community. At key points this will include information on the curriculum level children are working within and progress towards qualifications in the senior phase. Parents will be informed of what their children need to do to continue making progress and ways that they can help.

At P7 and S3, teachers will work with children and young people to prepare profiles which will highlight their achievements over a period of time and summarise their learning journey at key points of transition.

## TRANSITIONS

Transitions are the moves children and young people make from home to nursery, from nursery to primary, from primary to secondary, from secondary to further education and beyond.

### Starting Early Learning and Childcare

Once your child has been allocated a place in the early learning and childcare class you will be invited along to meet the staff and children, to find out more about the curriculum and to share information about your child. Your child will be invited to join the early learning and childcare class with your support as necessary until they have fully settled.

### Starting Primary One

Children in Scotland who reach the age of five years between 1<sup>st</sup> March 2021 and 29<sup>th</sup> February 2022 should start school in August 2021. This generally means that children start school when they are aged between four-and-a-half and five-and-a-half. For academic session 2021/2022 online registration will begin mid-January 2021; further information will be available on the council website and in the local press.

To help your child prepare for a good start you can:

- Listen and talk to your child about this change in their lives
- Involve your child in getting ready for school by helping choose the things they will need, e.g. their uniform, lunchbox, school bag
- Keep in touch with the school about anything which may affect your child's learning
- Attend induction events or introductory sessions

### Transfer to Secondary School

Primary school pupils normally transfer to their catchment area secondary school in August following completion of their P7 year. Secondary staff visit P7 pupils to discuss aspects of their transfer with them and in June the pupils will spend an agreed length of time at their prospective secondary school.

The catchment area secondary school Rockfield Primary School is:

Oban High School

Soroba Road

Oban

Tel 01631 564231

<http://www.obanhigh.argyll-bute.sch.uk/>

You will be contacted by letter and offered a place for your child at Oban High School, which you may either accept or decline. Secondary schools have their own arrangements for meetings with prospective parents/carers, and you will be given details of these meetings.

Should you prefer your child to attend a school other than the designated catchment area school then a Placing Request must be made. Forms are available from the Head Teacher or School Support, Argyll & Bute Council, Argyll House, Alexandra Parade, Dunoon, PA23 8AJ - Tel: 01369 704000.

### **Moving from Stage to Stage**

Your child will be involved in an induction programme every year in school. Prior to the summer holiday your child will meet their teacher/s for the following session and visit their new classroom/s. Teachers work closely and share information about your child's learning and achievements. Staff will also share other information which will help the teacher support your child's learning, e.g. friendship groups, preferred ways of working, etc.

### **Moving Between Schools**

When a child moves to a new school their class teacher will normally telephone the new school to share information on academic achievement and personal likes/dislikes with their new teacher. Parents/carers are encouraged to organise a visit to the new school (if possible) in advance to support the child feel secure in the move.

It should be noted that opportunities for enhanced transitions are available for children as required.

### **Liaison with Local Schools**

Our school maintains close links with Oban High School and other primary schools within the local area. .

### **Leaving School**

The first eligible school leaving date for most young people is 31 May at the end of S4. This applies to young people whose fifth birthday fell between 1 March and 30 September in the year they entered P1. Younger pupils in a year group are required to stay on until December in S5. Older pupils are eligible to leave as early as December in S4.

*Opportunities for All* is the Scottish Government's commitment to offer all 16-19 year olds a place in education, training, employment or other planned learning from when they leave school up to their 20<sup>th</sup> birthday. All young people should receive the *right amount* rather than the *same amount* of information, advice and support in order to help them enter and sustain a positive

destination. For young people who do not immediately enter a positive destination on leaving school, support will continue until they find a suitable opportunity.

Transitions are particularly critical for young people with additional support needs and require additional preparation and planning. Whenever a young person with additional support needs is approaching a transition, other agencies are involved in transition planning, the young person's views are sought and parents/carers will be part of the planning process. In all cases, early consultation will take place with the post-school learning provider to ensure that any support necessary is in place.

## **SUPPORT FOR PUPILS**

### **Support Arrangements for All Pupils**

Providing personal support for learners 3-18 is the responsibility of all staff. In the early learning and childcare and primary setting the early years practitioner or class teacher is the key adult who knows every child or young person in their care well, taking an avid interest in their welfare and progress.

In the secondary setting it is Guidance staff who play an active role in promoting learners' personal, social and academic welfare; this is supported by Pupil Care and Support staff who offer help, support and advice as required, safeguarding the health and wellbeing of learners.

### **Identifying and Addressing Additional Support Needs**

The Argyll & Bute Staged Intervention Framework is used to identify and meet pupils' needs and to manage and review provision. This follows the Getting it right for every child (GIRFEC) practice model. GIRFEC is a national framework to help all children and young people grow, develop and reach their full potential. Its focus is to improve outcomes for children and their families based on a shared understanding of their wellbeing.

Every child in school will have a Named Person. In primary school this will usually be the head teacher and usually a principal teacher of pupil support or depute head teacher in a secondary school. The Named Person will usually be the first point of contact for parents if they have any concerns about their child at school. The Named Person will work with parents to provide support to meet a child's needs or resolve concerns. If there is a need to involve more than one agency to work together to provide support then a Lead Professional will be appointed to coordinate that support.

Where support is being provided by a single agency then a Planning meeting may be held and a Child's Plan opened. Where two or more agencies are involved in supporting a child's needs, then a Child's Plan will definitely be opened. The Plan will include an assessment of the child's needs using the My World Triangle assessment tool and a note of the agreed outcomes based on that assessment recorded on the Well Being App within SEEMIS. Parents are an integral part of this meeting and the Plan includes an opportunity to have their views recorded within it. Plans will be reviewed at appropriate intervals, again with parents as full partners in these meetings.

More information on GIRFEC in Argyll and Bute can be found at <http://www.argyll-bute.gov.uk/social-care-and-health/girfec-resources>.

## Staged Intervention

The key principles underpinning Staged Intervention, as outlined in the Education Scotland website (<https://education.gov.scot/scottish-education-system/Support%20for%20all>) are as follows:

What is staged intervention?

- *Staged intervention is used as a means of identification, assessment, planning, recording and review to meet the learning needs of children and young people.*
- *It provides a solution-focused approach to meeting needs at the earliest opportunity and with the least intrusive level of intervention. The process involves the child, parents/carers, and school staff and, at some levels, other professionals, working in partnership to get it right for every child.*
- *Staged intervention is designed to be flexible and allows for movement between stages depending on progress.*

### Argyll and Bute Staged Intervention: The Stages at a Glance

Universal Support Entitlements: All learners have an entitlement to support. All children and young people should have frequent and regular opportunities to discuss their learning with an adult who knows them well and can act as a mentor, helping them to set appropriate goals for the next stages in learning. Young people themselves should be at the centre of this planning, as active participants in their learning and development. Robust systems for assessing, monitoring and tracking are key within this stage.

#### Stage 1 – In-class or in-group.

The class teacher or key worker (Early Years) identifies a need for some additional support. The Named Person is notified and the teacher /key worker makes some changes to the normal routine or gives some extra attention so that the child can get the best out of the work of the group or class.

#### Stage 2 –Targeted intervention.

There is an identified need for targeted planning and intervention to address additional support needs.

A Child's Plan may be in place outlining the specific targeted interventions required and detailing long- and short-term outcomes and timescales. Timescales for review of the interventions will be built in to the plan. There are likely to be termly reviews of short-term targets and annual reviews of long-term targets.

Additional support at this level may include (in addition to supports available at Stage 1):

- new resources being accessed for use by the whole class/group;
- small groups being created for additional tuition;
- an individual programme of work being introduced;
- a short term programme of individual support being put in place.



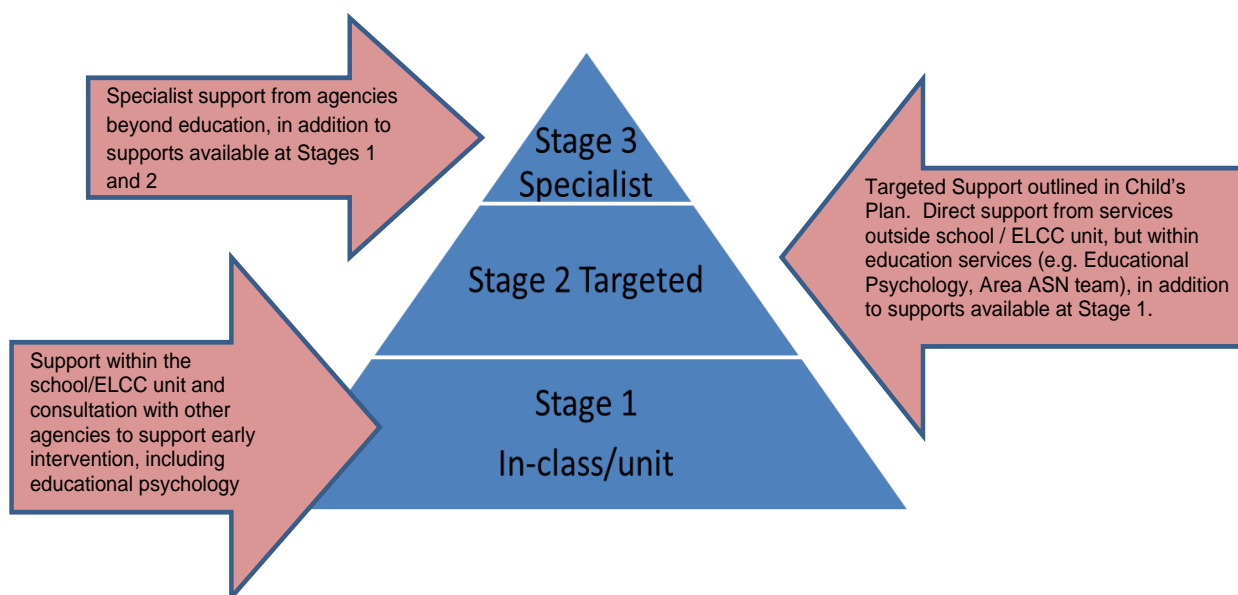
Classroom or Pupil Support Assistants may be deployed to help deliver these supports.

### Stage 3 – Specialist input.

There is an identified need for more targeted intervention and / or specialist provision and interventions including:

- a high degree of individualisation of learning and/or
- access to a different learning environment
- substantial adaptation to the curriculum and/or
- substantial adaptation to the learning environment.

A Universal Child’s Plan will be in place outlining the specific targeted interventions required and detailing long- and short-term outcomes and timescales. Where there is multi-agency involvement, a Lead Professional will co-ordinate this support. There may also be a Co-ordinated Support Plan in place.



### **Further Information about Additional Support Needs**

Local, direct support is usually the best way to meet pupils' needs. If parents/carers have any questions about their child's progress or well-being at school, they should discuss these first with the class teacher or member of the senior leadership team with responsibility for that department. Please contact the school office to arrange an appointment.

If deemed appropriate, a child’s planning meeting may be called to discuss and determine what measures of support require to be put in place. School staff may work in partnership with health professionals such as the School Nurse, Primary Mental Health Worker, to offer support and help for your child. In addition, we have access to our own Pupil Support Teacher and the Educational Psychologist.

This school values partnership working with parents/carers and will do everything possible to help resolve concerns or differences of opinion at an early stage. If you have any queries about your child's additional needs, or about the support being provided to meet those needs, please contact the Head teacher.

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Parents/carers and young people have the right to ask the Education Authority to establish if a pupil has Additional Support Needs (ASN) and consider if a Co-ordinated Support Plan (CSP) is needed.

Parents/carers can also arrange an assessment privately and ask the Education Authority to take the assessment report into account. Requests should be made in writing to Psychological Services, Argyll & Bute Council, Argyll House, Alexandra Parade, Dunoon, PA23 8AJ describing the type of assessment and why it is necessary. Requests are acknowledged promptly and usually agreed unless the request is considered to be 'unreasonable'.

Parents/carers and young people have the right to:

- ◆ Independent Mediation Services  
This service is free and involves an independent third party who helps to resolve disagreements between the Education Authority and parents/carers or young people.
- ◆ Independent Advocacy  
*Take Note* is the National Advocacy Service for Additional Support Needs, established by the Scottish Government and provided jointly by Barnardo's Scotland and the Scottish Child Law Centre. It offers independent professional or legal advocacy to families and young people who have grounds to make a referral to the Additional Support Needs Tribunal Scotland. More information is available by telephoning 0131 667 6333 or by email to [enquiries@sclc.org.uk](mailto:enquiries@sclc.org.uk).
- ◆ Free Dispute Resolution  
Some disagreements, such as about the assessment of additional support needs or the level of support, can be referred for written review by an adjudicator independent of the council. Requests for Dispute Resolution should be made to Louise Connor, Head of Learning and Teaching/Chief Education Officer, Argyll & Bute Council, Argyll House, Alexandra Parade, Dunoon, PA23 8AJ or [Louise.Connor@argyll-bute.gov.uk](mailto:Louise.Connor@argyll-bute.gov.uk)
- ◆ Referral to the Additional Support Needs Tribunal Scotland (ASNTS)  
Parents/carers and young people can appeal to the ASNTS about decisions involving a Co-ordinated Support Plan (CSP) <http://www.asntscotland.gov.uk> (0845 120 2906).

A new national advocacy service provides advice to parents/carers and young people about grounds for a referral. Contact Barnardo's, 235 Corstorphine Rd, Edinburgh EH12 7AR (0131 3349893) [www.barnardos.org.uk](http://www.barnardos.org.uk).

Independent advice and information is available from Enquire, the Scottish Advice Service for ASL <http://enquire.org.uk/> (0845 123 2303).

The Govan Law Centre Education Law Unit works in partnership to support pupils' and parents'/carers' rights in education. Contact Govan Law Centre, 47 Burleigh Street, Govan, Glasgow G51 3LB. 0141 445 1955 <https://govanlawcentre.org/education-law-unit/>

The Scottish Independent Advocacy Alliance safeguards people who are vulnerable. Contact Melrose House, 69a George Street, Edinburgh, EH2 2JG. 0131 260 5380 <http://www.siaa.org.uk>

## SCHOOL IMPROVEMENT

### **Main Achievements**

The main achievements of the school over the last 12 months are found within our annual standards and quality report. Please ask for a copy of this, or refer to the school website

### **Improving Standards**

Further information can be found in our standards and quality report. Please ask for a copy of this, or refer to the school website.

Our achieving a level results can be found by accessing the Primary Dashboard via the Parentzone website:

<https://public.tableau.com/profile/sg.eas.learninganalysis#!/vizhome/SchoolInformationDashboard-Primary/Introduction>

### **School Improvement Plan**

Our school improvement plan forms part of our standards and quality report. We also provide a summary of the school improvement plan for parents/carers. Please ask for a copy of this, or refer to the school website.

### **Attendance and Exclusion**

Our attendance rate currently sits at 95.8%. This is above the national average of 93%. Our attendance generally sits between 95-95.8% each year.

## SCHOOL POLICIES AND PRACTICAL INFORMATION

### Snack Provision (Early Learning and Childcare only)

There are no charges for the 5 sessions of early learning and childcare education provided each week for eligible children. We do not charge for snacks provided, however donations from time to time are welcome.

### School Meals

Argyll and Bute Council is committed to providing healthy, nutritious, good value meal options to pupils in our primary and secondary schools and a school meal is available in almost all of our schools, with the exception of Iona and Ulva primaries. We encourage healthy eating and school lunches are planned so that children can choose a well-balanced meal and a good selection of bread, vegetables, fresh fruit, fruit juice and milk are available daily. All of our menus comply with the Scottish Government's [Schools \(Health Promotion and Nutrition\) \(Scotland\) Act 2007](#) and with [Nutritional Requirements for Food and Drink in Schools \(Scotland\) Regulations 2008](#). Our school tuck shop has healthy options such as fruit, milk and water, which are sold at reasonable prices.

As part of Scottish Government legislation that came into force in January 2015, free school meals are available to all pupils in P1-P3. Please see the section on free school meals for information for pupils from P4 and beyond.

Allergy information for our school menus is available online and in each school kitchen. You can find out the allergens contained in every dish, and by clicking on the links for each meal you can also find out the recipe used, full ingredients and nutritional information. These are available via <https://www.argyll-bute.gov.uk/primary-school-meals-menu>. If your child has a food allergy, please contact the school office in the first instance so that any necessary arrangements can be put in place.

A vegetarian meal option is available every day, and many dishes can be altered to accommodate other special diets where this is required. Where possible, other non-medical special diets may be accommodated; please contact the Food and Nutrition Officer for more information.

#### Primary Schools:

Our primary school lunch offer is a two course menu with a choice of main meal, and will be either a starter and a main course, or a main course and a dessert. The menu runs on a four week cycle so that there is plenty of choice for pupils. The cost for a primary school meal is £2.30. Water, and a selection of bread and salad, are provided every day and fruit and yoghurt will be available daily as a dessert option. Some larger schools may also have baked potatoes available every day. Milk is available to purchase at 10p for 200ml.

The primary school menu is revised twice per year, typically in October and in March. You can view our current primary school lunch menu at <https://www.argyll-bute.gov.uk/primary-school-meals-menu>.

## Packed Lunches

Some pupils prefer a packed lunch and it is the Authority's policy to provide facilities for the consumption of packed lunches in all schools where these are required. We believe a well-balanced packed lunch with a tasty alternative to chocolate biscuits and sweets is very important, although one small treat per day does no harm! Dates, raisins, sultanas, carrot sticks, cherry tomatoes and seasonal fruit could provide healthy alternatives. Unflavoured milk and water are the ideal drinks for teeth and a pure fruit drink or mineral water is better than drinks with high sugar content.

Sandwiches often form a major part of a packed lunch. Fillings for sandwiches should be chosen with care because the packed lunch will be stored in a warm classroom for a number of hours. It is therefore advisable to use a cool bag and ice pack and choose fillings that are less likely to be affected, e.g. cheese and tomato, salad, egg and tomato. An alternative to sandwiches could be cooked pasta with a variety of fruit or vegetables and a suitable dressing. Occasionally a piece of quiche or pizza could be included.

The school aims to encourage children to enjoy food which is both attractive to them and nutritionally sound, whether this is a school meal, a packed lunch or a snack. We would appreciate your support in achieving this aim.

## Free School Meals

All pupils in P1-P3 are entitled to a free school meal. Parents do not have to register for this; all pupils will receive this meal automatically.

Free school meals are also available, via an application process, to pupils from P4 and beyond whose parents or carers receive any of the following:

- Income Support
- Income based Job Seekers Allowance
- Income related element of employment and Support allowance
- Child Tax credit but not Working Tax Credit (income should not exceed £16,105)
- Child Tax Credit and Working Tax Credit (income should not exceed £7,330)
- Support under Part V1 of the Immigration and Asylum Act 1999
- Universal Credit (monthly take home pay for period must be under £610)

A free school lunch will also be available to children who attend nursery and receive their free early learning and childcare over lunchtime if parents receive one of the benefits listed above. In addition, pupils aged between 16 and 18 years who receive any of the above benefits in their own right also qualify.

To complete an online application form please visit <https://www.argyll-bute.gov.uk/education-and-learning/childcare-school-and-education-grants-0>. Alternatively, please contact Customer Services: Education on 01369 708548 or your local benefit enquiry office.

Free school meals are offered with guaranteed anonymity. Children who receive free school meals are not identified to others.

Please note that the above eligibility criteria is correct at time of publishing (October 2020) and may be subject to change by the start of August 2021. The link above will contain the most up-to-date information.

If you are not eligible for any of the benefits listed above there is a separate application process available and you should contact either 01369 708548 or your local benefit enquiry office for details.

### **Special Dietary Requirements**

If your child has special dietary requirements please put detailed information in writing to the Head Teacher. Catering staff are trained to meet the needs of children who require specialist diets and we will work with parents/carers in advance to ensure your child is catered for. A special diet request form will be completed and passed on to our catering

### **Health Care**

You can contact your school health staff at the school health department on the following number: 01397 707452

Our school nurses are Alice Johnston and Donna MacInnes

### **Administration of Medicines**

Many pupils will, at some time in their school careers, need to take medication. For the vast majority this will be a short-term requirement, with pupils simply finishing a course of medication which has been prescribed for them by their family doctor. Wherever possible, parents/carers are requested to ask for GP prescriptions which can be administered outwith the school day, i.e. in the morning and evening.

However, pupils may have medical conditions such as asthma or diabetes which may require long-term support and, if their conditions are not properly managed by taking regular medication in school, their access to education could be limited. In addition, some children have conditions which may require occasional staff intervention, e.g. severe allergic conditions such as anaphylaxis. Pupils with such conditions are regarded as having health care needs but, notwithstanding these, the vast majority of children with such needs are able to attend school regularly and, with some support from the school staff, are able to take part in most normal school activities.

In any of these circumstances parents/carers (or young people themselves if they are over the age of 16) should discuss the matter with school staff and agree the arrangements which will be made to provide support for the pupil. A written request form *must be completed in advance* when any medication is to be administered or taken in school.

## Skin Protection

Your child's skin may be affected by exposure to the sun, especially over the lunchtime period and other outdoor activities. It is a good idea for your child to wear a sun hat. If they have one, please put it in their school bag.

You should ensure your child has sunblock applied prior to arriving at school in periods of hot weather and if you wish them to have further applications at lunchtime then you should send in sun-cream/block and we can help your child apply it.

Face painting is occasionally carried out within schools. Parents will be informed when this activity is being planned.

## Transport

Transport to and from school is available for pupils who live more than:-

- 2 miles away from their catchment primary School
- 3 miles away from their catchment secondary School

Pupils may still be required to walk to a school transport pick up point. Primary school pupils will not be required to walk more than two miles and secondary pupils will not be required to walk more than three miles from their home to the pick-up point.

Pupils will not be picked up or dropped off at any point other than the designated location without written authorisation from a parent or carer.

Please see [www.argyll-bute.gov.uk/education-and-learning/school-transport](http://www.argyll-bute.gov.uk/education-and-learning/school-transport) for further information on school transport.

### Exceptional Requests

Consideration will be given in exceptional circumstances for school transportation where your child attends their catchment school but would not normally be entitled to transport.

Where parents/carers believe that there may be grounds for an exceptional transport request, an application form should be completed and submitted to the Integrated Transport Section. Applications will then be referred for further assessment as appropriate.

Exceptional transport requests can be made when:-

- Your child has been recommended on health grounds by a designated medical officer.
- Your child has requirements based on educational grounds / additional educational needs.
- Your child has to walk a route which, after an assessment, is considered to be unsafe for children even when accompanied by a responsible adult.

Application forms are available from the school office or you may apply on-line on the Council website at [www.argyll-bute.gov.uk/education-and-learning/school-transport](http://www.argyll-bute.gov.uk/education-and-learning/school-transport).



## **Education Maintenance Allowance (EMA)**

EMA is a weekly payment of £30, paid fortnightly in arrears, for eligible students aged 16 to 19 who are continuing in post-compulsory education. The allowance is means-tested based on household income and is payable fortnightly in arrears during term time. Payments will be made direct to the student's own bank account.

Further information and full eligibility criteria can be found at <https://www.argyll-bute.gov.uk/education-and-learning/education-maintenance-allowance> or by emailing [ema@argyll-bute.gov.uk](mailto:ema@argyll-bute.gov.uk) or telephoning 01369 708548.

## **Insurance**

The Authority insures against its legal liability for:-

- a) accidental personal injury and,
- b) accidental damage to property not belonging to the school or Council.

This means that if an injury is sustained or personal property is damaged/broken/lost due to negligence or omission on the part of the school or its staff, claim costs will be met by the Council's public liability policy. There is no automatic right to compensation. It is the responsibility of the person making the claim to prove that the Council has been negligent in their actions leading to the loss.

Parents/carers may wish to consider their own insurance arrangements in terms of appropriate extensions to their household insurance or arranging their own separate covers.

## **Music Services**

The Education Service provides musical tuition to pupils in primary five to seven in brass, strings and chanter. The school also currently provides a lunchtime and school choir led by our Music teacher Miss Lyndsay

## **Parental Access to Records**

### *The School Pupil Records (Scotland) Regulations 1990*

Details of the regulations and process for obtaining information specific to pupils are available by contacting the school directly. See management circular 3.11 <https://www.argyll-bute.gov.uk/education-circulars>

## **Child Protection**

Given on-going public concern on the subject of child abuse, and recent changes in the law, schools are now required to report if they think any child may have come to harm as a consequence of possible abuse.

A member of staff in each school has been appointed to be responsible for Child Protection matters and special training has been given to these people. Should you wish further advice about Child Protection and the safety of children, please feel free to contact the school.

The school has good liaison contact with the School Medical Officers, Social Workers, and the Police, any or all of whom may become involved if abuse is suspected.

Please see [www.argyll-bute.gov.uk/abcpc](http://www.argyll-bute.gov.uk/abcpc) for more information on child protection.

## **Weapons Incidents in Educational Establishments**

A joint protocol has been agreed between Police Scotland, Argyll and Bute Council and West Dunbartonshire Council for dealing with any weapons incidents in schools. It is therefore important to make parents aware of rules and expectations in relation to weapons and the response to allegations of weapons possession. Weapons must in no circumstances be brought to school and pupils will be encouraged to share any knowledge of weapons with teaching staff.

The purpose of the protocol is to maximise the safety of children and young people and to safeguard the welfare of all persons involved in any weapons-related incident, including any alleged perpetrator, through an effective multi-agency response. All incidents involving weapons at any educational establishment where a person under the age of 18 is educated, and any incident involving a child less than 18 years being in possession of a weapon, will trigger the operational response summarised below. Every incident will be thoroughly investigated and recorded.

- In response to an incident involving possession, or suspected possession, of a weapon in an educational establishment, the Senior Management Team will react with a proportionate response. Police Scotland will be contacted immediately and will coordinate any emergency response. In the event of a serious incident, appropriate medical attention will be sought and designated First Aiders at the establishment will treat those affected as far as their training and experience allows, provided it is safe to do so. The emotional needs of those involved in, or witnessing, the incident will also be considered.
- If any person who is a pupil or a student in an educational establishment in Argyll and Bute is found in possession of a weapon out-with an educational establishment, Police Scotland will alert the authority of the incident.
- No release to the media regarding a weapons-related incident will be made without consultation with the Communications departments of both Police Scotland and Argyll and Bute Council.

Please contact the school if you require a copy of the full weapons protocol document, which includes a summary of police powers and duties of search in relation to weapons. Please note that unless parents/guardians contact the school to indicate a concern, they are giving their implied consent to the policy.

## **Acceptable Use of Personal Internet Enabled Devices / Using the Internet, Email and Glow**

All children and young people will have access to various forms of technology and will use the internet, email (secondary pupils) and Glow. When accessing the Internet in school pupils must abide by the following rules:

All users should:

- access Internet pages which are directly related to the current task as identified by the member of staff in charge;
- save/download information related to the current task as identified by the member of staff in charge;
- report instances of misuse to the member of staff in charge;
- report suspicious sites or emails to the member of staff in charge;
- choose a strong password – preferably a phrase that you can easily remember;
- ‘logout’ at the end of each Internet or Glow session;
- treat all equipment and other users with respect.

Users should not:

- tell anyone their login ID or password;
- use portable storage devices brought from out with the school;
- attempt to circumvent the IT security systems and antivirus;
- send illegal or defamatory material; receive illegal material or material which is offensive or defamatory without informing the member of staff in charge;
- read emails intended for others;
- create rude or abusive emails about other people.

Personal safety

- Never tell anyone you meet on the Internet your home address or your telephone number.
- Never tell anyone you meet on the Internet your school’s name or phone number, unless your teacher specifically gives you permission.
- Never send anyone your picture, credit card or bank details.
- Never give your password to anyone – even a best friend.
- Never arrange by email to meet anyone you don’t know in person.
- Never respond to nasty, suggestive or rude emails.
- Always tell a member of staff in charge if you see bad language or distasteful pictures while you are online.
- Always be yourself and do not pretend to be anyone or anything you are not.
- Always remember if someone makes you an offer that seems too good to be true, it probably is.
- Always delete attachments from strangers without opening them; they may contain viruses that can damage your machine.

- Never open an email if you are suspicious of its source or content – and report these to a member of staff.
- Never click on links in emails unless you are certain they are safe (hover over the link to see what it really connects to)

Please note:

Email access only applies to secondary students. Privacy of electronic mail (email) is guaranteed. However, those who administer the system on behalf of the education service have access to all mail messages and have the right under legislation to investigate any user activities where suspicious use of the system is identified.

### Glow

Glow is Scotland's nationally available digital environment and can support learning across the whole curriculum. Glow is not just one place or platform, instead it offers a username and password that gives access to a number of different web services.

Funded by the Scottish Government and managed by Education Scotland, Glow provides a safe, online environment for educators, learners and parents to communicate and collaborate using services such as Glow Blogs, Microsoft Office 365, G Suite, Glow RM Unify Launch Pad and Glow Meet.

## **General Data Protection Regulations (GDPR)**

Updated legislation introduced in May 2018 and requires all businesses to protect and properly manage all customers' privacy data – this includes Local Authorities. The main changes under GDPR are:

- GDPR give people more rights to know how their personal data is being used.
- It gives them the right to be 'forgotten' and their personal data deleted if they wish.
- It enables people to see what personal data is being held about them and to make sure their personal data is correct.
- It gives increased importance for the protection of children
- It creates increased importance for not allowing people without permission to see or use others' personal data
- If someone's personal data has been used by people without permission, they have to be told what happened.

The full detail of the new legislation can be found at [www.ico.org.uk](http://www.ico.org.uk)

A link to the general privacy notice for education can be found at [www.argyll-bute.gov.uk/privacy/education-general](http://www.argyll-bute.gov.uk/privacy/education-general). This privacy notice outlines the information that we require to provide Education for Children and Young People, who we will share that information with, why we need the information, what we will do with the information and how long we will keep the information.

General information:

### Pupil's work on display

Children's work is often displayed in the classroom and school corridors. In addition, work is often displayed in other Council buildings as part of exhibitions. This may include their name.

## **Short Visits**

During the pupil's school life, teachers may organise some activities which will take pupils out of school for up to an hour at short notice. These visits will be very local to the school (in general no greater than half a mile). Pupils will be supervised by their class teacher during these visits.

For any longer, pre-arranged school trips and all trips that require transport, official permission will be sought and Management Circular 3.25 will be adhered to - <https://www.argyll-bute.gov.uk/education-circulars>.

If you have any concerns regarding any of the above you should contact your school directly to discuss individual circumstances.

## **Emergency Closures**

In the event of the school having to close due to an emergency, e.g. adverse weather conditions putting pupils at risk, heating failure, etc., the procedure is as follows: -

In the event of an emergency closure outwith school hours updated postings will be made on [www.argyll-bute.gov.uk/service-disruptions](http://www.argyll-bute.gov.uk/service-disruptions). You can also keep up to date with the latest information by calling 01546 604060.

In case of an emergency, if effective arrangements are to be made, it is essential that the school has up-to-date information from parents/carers regarding such things as changes in employer, telephone number, new emergency contact, etc. Where possible, a text messaging system alerting parents/carers to arrangements will be used if mobile phone numbers have been submitted.

In whole school emergency situations, updated information will be posted on our own school website and/or [www.argyll-bute.gov.uk/service-disruptions](http://www.argyll-bute.gov.uk/service-disruptions) website or the use of text messaging may be utilised.

## SCHOOL TERMS AND HOLIDAYS – ACADEMIC YEAR 2021/2022

School holidays for all areas of Argyll and Bute – August 2021 to July 2022:

Break	Dates of attendance	
Start of term		<b><i>Thursday 12 &amp; Friday 13 August 2021- Teacher in-service days</i></b>
	Open	Monday 16 August 2021 <b><i>Pupils return</i></b>
October	Close	Friday 8 October 2021
	Open	Monday 25 October 2021
November	Close	Friday 26 November 2021 <b><i>Monday 29 November 2021 – Teacher in-service day</i></b>
	Open	Tuesday 30 November 2021
Christmas	Close	Thursday 23 December 2021
	Open	Thursday 6 January 2022
February week	Close	Friday 4 February 2022 <b><i>Monday 14 February 2022 - Teacher in-service day</i></b>
	Open	Tuesday 15 February 2022
April	Close	Friday 1 April 2022
	Open	Tuesday 19 April 2022
May	Close	Thursday 26 May 2022 <b><i>Friday 27 May 2022 – Teacher in-service day</i></b>
	Open	Tuesday 31 May 2022
Summer	Close	Friday 1 July 2022

Holiday dates for subsequent years, where already set, may be found via <https://www.argyll-bute.gov.uk/education-and-learning/school-holidays>

## USEFUL LINKS AND CONTACT DETAILS

The following hyperlinks are correct as at October 2020:

### General

Contact details for all Argyll and Bute Schools –  
<https://www.argyll-bute.gov.uk/education-and-learning/schools>

Choosing a School: A Guide for Parents - information on choosing a school and the placing request system – <http://www.scotland.gov.uk/Publications/2010/11/10093528/0>

A guide for parents/carers about school attendance explains parental responsibilities with regard to children's attendance at school –  
<http://www.scotland.gov.uk/Publications/2009/12/04134640/0>

The Scottish Government guide Principles of Inclusive Communications provides information on communications and a self-assessment tool for public authorities –  
<http://www.scotland.gov.uk/Publications/2011/09/14082209/0>

### Parental Involvement

Guidance on the Scottish Schools (Parental Involvement) Act 2006 provides guidance on the act for education authorities, Parent Councils and others –  
<http://www.scotland.gov.uk/Publications/2006/09/08094112/0>

Parentzone provide information and resource for parents/carers and Parent Councils –  
<https://education.gov.scot/parentzone/>

Education Scotland's toolkit for parental engagement and family learning –  
<https://education.gov.scot/scottish-education-system/policy-for-scottish-education/developing-the-education-profession/Parental%20engagement%20and%20family%20learning>

### School Ethos

Supporting Learners - guidance on the identification, planning and provision of support –  
<https://www.education.gov.scot/scottish-education-system/Support%20for%20all>

Developing a positive whole school ethos and culture–  
<https://www.gov.scot/publications/developing-positive-whole-school-ethos-culture-relationships-learning-behaviour/pages/1/>

Health and wellbeing guidance on healthy living for local authorities and schools –  
<http://www.scotland.gov.uk/Topics/Education/Schools/HLivi>

Building Curriculum for Excellence through Positive Behaviour and Relationships outlines the Scottish Government's priority actions around positive behaviour in schools

and is also a source of support –

<http://www.scotland.gov.uk/Publications/2010/06/25112828/0>

Scottish Catholic Education Service's resource 'This is Our Faith' which supports the teaching and learning of Catholic religious education –

<http://www.sces.uk.com/this-is-our-faith.html>

## Curriculum

Information about Curriculum for Excellence – [https://education.gov.scot/scottish-education-system/policy-for-scottish-education/policy-drivers/cfe-\(building-from-the-statement-appendix-incl-btc1-5\)/What%20is%20Curriculum%20for%20Excellence](https://education.gov.scot/scottish-education-system/policy-for-scottish-education/policy-drivers/cfe-(building-from-the-statement-appendix-incl-btc1-5)/What%20is%20Curriculum%20for%20Excellence)  
and

<http://www.gov.scot/Topics/Education/Schools/curriculum>

Information on assessment -

<http://www.gov.scot/Topics/Education/Schools/curriculum/assessment>

Broad General Education (general) -

<https://education.gov.scot/scottish-education-system/Broad%20general%20education>  
and

<https://education.gov.scot/parentzone/learning-in-scotland/Broad%20general%20education>

Broad General Education in the Secondary School -

<https://www.education.gov.scot/parentzone/Documents/CfEbriefingforparents.pdf>

Information on the Senior Phase – <https://education.gov.scot/parentzone/learning-in-scotland/senior-phase/What%20is%20the%20senior%20phase>

Information on Skills for learning, life and work –

<http://www.sqa.org.uk/sqa/63101.html>

Information around the Scottish Government's 'Opportunities for All' programme –

<https://www.gov.scot/publications/opportunities-supporting-young-people-participate-post-16-learning-training-work/#:~:text=To%20make%20access%20to%20Opportunities%20for%20All%20as,Opportunities%20for%20All%20by%20phoning%200800%20917%208000.>

Information for organisations responsible for the planning, management and delivery of career information, advice and guidance services –

<http://www.skillsdevelopmentscotland.co.uk/>

The Skills Development Scotland website 'My World of Work' offers a number of tools to support career planning –

<http://www.myworldofwork.co.uk/>



## Assessment and Reporting

Building the Curriculum 5: a framework for assessment provides guidance around the assessment framework – <https://www.education.gov.scot/Documents/btc5-framework.pdf>

Information about how progress is assessed – <https://education.gov.scot/parentzone/learning-in-scotland/assessment-and-achievement/What%20is%20assessment,%20and%20when%20and%20how%20does%20it%20take%20place>

Curriculum for Excellence factfile - Assessment and qualifications – <https://www.education.gov.scot/parentzone/Documents/CfEFactfileOverview.pdf>

Information on assessment and achievement – <https://education.gov.scot/parentzone/learning-in-scotland/assessment-and-achievement>

## Transitions

Curriculum for Excellence factfile - 3-18 Transitions - provides information on the transitions children and young people will face throughout their education and beyond – <http://www.gov.scot/Topics/Education/Schools/curriculum/ACE/cfeinaction/transitionsfactfile>

Career Information, Advice and Guidance in Scotland - A Framework for Service Redesign and Improvement provides guidance on career information, advice and guidance strategy – <http://www.scotland.gov.uk/Publications/2011/03/11110615/0>

Choices and Changes provides information about choices made at various stages of learning – <https://education.gov.scot/parentzone/learning-at-home/supporting-health-and-wellbeing/Planning%20for%20choices%20and%20changes>

Supporting Children's Learning Code of Practice includes specific requirements on education authorities and others under the new legislation in relation to transition – <http://www.scotland.gov.uk/Publications/2011/04/04090720/21>

## Support for Pupils

The Additional support for learning page provides links to relevant legislation and guidance, including the arrangements that should be in place to support pupils with additional support needs – <http://www.scotland.gov.uk/Topics/Education/Schools/welfare/ASL>

Enquire is the Scottish advice service for additional support for learning – <http://enquire.org.uk/>

Parenting across Scotland offers support to children and families in Scotland – <http://www.parentingacrossscotland.org/>

Equality and Inclusion - <https://education.gov.scot/education-scotland/scottish-education-system/support-for-all/#:~:text=Equalities%20legislation%20has%20been%20put%20in%20place%20relating,or%20young%20person%20needs%20support%20for%20whatever%20reason.>

Supporting Children's Learning Code of Practice (Revised edition) - provides Statutory guidance relating to the Education (Additional Support for Learning) (Scotland) Act 2004 as amended –

<http://www.scotland.gov.uk/Publications/2011/04/04090720/21>

Getting It Right For Every Child and Young Person, is essential reading for anyone involved or working with children and young people, including practitioners working in adult services with parents and carers –

<http://www.scotland.gov.uk/Topics/People/Young-People/gettingitright>

## School Improvement

Education Scotland's Inspection and review page provides information on the inspection process –

<https://education.gov.scot/>

The Scottish Survey of Literacy and Numeracy (SSLN) is an annual sample survey which will monitor national performance in literacy and numeracy –

<http://www.scotland.gov.uk/Topics/Statistics/Browse/School-Education/SSLN>

Scottish Credit and Qualifications Framework (SCQF) –

<http://www.scqf.org.uk/>

Scottish Qualifications Authority provides information for teachers, parents/carers, employers and young people on qualifications –

<http://www.sqa.org.uk/>

Amazing Things - information about youth awards in Scotland –

<http://www.awardsnetwork.org/index.php>

Information on how to access statistics relating to School Education –

<http://www.scotland.gov.uk/Topics/Statistics/Browse/School-Education>

## School Policies and Practical Information

National policies, information and guidance can be accessed through the following sites:

<http://www.scotland.gov.uk/Topics/Education>

<http://www.scotland.gov.uk/Topics/Health>

<http://www.scotland.gov.uk/Topics/People/Young-People>

Children (Scotland) Act 1995 – <http://www.legislation.gov.uk/ukpga/1995/36/contents>

Standards in Scotland's Schools (Scotland) Act 2000 –

<http://www.legislation.gov.uk/asp/2000/6/contents>

