

Maddiston Primary School



School Brochure

2022 - 2023



Falkirk Council
Children's Services



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A Foreword from the Director of Children's Services

Session 2022-23

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

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

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

We are pleased to introduce this handbook for session 2022/23 and trust it will provide you with all the relevant information you may need concerning your child's school. If you have any queries regarding the contents of the handbook please contact the Head Teacher of your child's school in the first instance who will be happy to offer any clarification required.

Robert Naylor
Directors of Children's Services
Falkirk Council

DISCLAIMER

The information in this school handbook is considered to be correct at the time of publication (December 2021), however, it is possible, particularly as the result of the COVID19 pandemic, that there may be some changes/inaccuracy by the start of the school term in August 2022.

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

It may be possible to offer some assistance in helping to translate all or part of this handbook to parents whose first language is not English. Enquiries should be directed in to the Communications Officer for Children's Services (tel: 01324 506600).

Curriculum for Excellence - Learning to Achieve

Learning Entitlements

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

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

How can you help?

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

As a parent, you can help your child by:

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

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

Welcome from the Head Teacher and Parent Council

Welcome to the Maddiston Primary School Handbook.

The purpose of the handbook is to provide key information about the school, communicate the ethos of the school and provide a warm welcome to parents and carers.

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

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

Section One – Practical Information about the School

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

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

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

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

This section gives an overview of the policies the school has in place. If you would like to see a full copy of these policies or to discuss them in more detail, please contact me. Most of these policies are available on the school website – <http://www.maddiston.falkirk.sch.uk>

- Homework Policy
- Clothing or uniform (PE Clothing)
- Health Statement / medicines

Section Two – Parental Involvement in the School – working in partnership

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

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

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

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

Section Three – School Curriculum

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

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

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

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

Section Four – Support for Pupils

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

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

Section Five – School Improvement

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

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

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

The school and Parent Council has worked in partnership to ensure the content is clear, informative, facilitates parental involvement and communicates the key messages that parents usually want to know.

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

Claire McGlynn
Head Teacher
Maddiston Primary School

Joint Chairs of the Parent Council
S McGuire/K Edwards
6.11.19

Section One – Practical Information about the School

Contact Details

Name of Head Teacher:	Claire McGlynn
Name of School:	Maddiston Primary School
Address:	Glendevon Drive, Maddiston, FK2 0GT
Telephone Number	01324 506750
Website:	http://www.maddiston.falkirk.sch.uk
E-mail Address:	maddistonprimaryschool@falkirk.gov.uk

About the school

Stages of Education provided for Nursery to Primary Seven including Additional Support Needs.

Present Roll: 505 including ASN

Denominational Status of the School: Non Denominational

Gaelic Medium Education: No

Single sex school? No

Organisation of the School Day

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

Start Time: 9.00am

Morning Break: 10.30am – 10.45am

Lunch Time: 12.15pm – 1.00pm

Finish Time: 3.00pm

Gym days for pupils are throughout the week. Each year you will be informed by the class teacher.

Assembly days for pupils are on Monday afternoons.

Registration and enrolment

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

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

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

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

Attendance and absence

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

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

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

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

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

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

FALKIRK COUNCIL: CHILDREN'S SERVICES**Agreed Term Dates for Session 2022-2023**

School Year	<u>Term Dates</u>	<u>Days</u>	
		<u>Staff</u>	<u>Pupils</u>
Autumn Term Begins (Staff Only - Dev Day)	Monday 15 August 2022		
(Staff Only - Dev Day)	Tuesday 16 August 2022		
Autumn Term Begins (Pupils)	Wednesday 17 August 2022		
Autumn Term Ends	Friday 07 October 2022	39	37
Winter Term Begins (Pupils)	Monday 24 October 2022		
Winter Term Ends	Thursday 22 December 2022	44	43
Spring Term Begins	Monday 09 January 2023		
Spring Term Ends	Friday 31 March 2023	58	57
Summer Term Begins	Monday 17 April 2023		
Summer Term Ends	Friday 30 June 2023	54	53
		<u>195</u>	<u>190</u>

Term Time Public Holidays

Monday 12 September 2022
Friday 10 February 2023
Monday 13 February 2023
Monday 01 May 2023

Staff Development Days

Monday 15 August 2022
Tuesday 16 August 2022
Friday 25 November 2022
Tuesday 14 February 2023
Friday 28 April 2023

School Dress Code

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

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

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

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

School uniforms can be ordered from Trutex, Vicar Street, Falkirk. Our PSA also offer an annual service to support the purchase of the school kilt. This happens in March/April.

Our school uniform is;

Black trousers or skirts---a tartan skirt is also available

Yellow polo shirts

Black sweatshirt with school badge

Black school shoes or black trainers

White shirt and school tie (yellow and black)

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

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

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

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

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

School Meals

Primary and Secondary Menus offer healthy and tasty meal options while reflecting the Scottish Government Nutritional standards for Food and Drink regulations April 2021.

Special diets and allergies are usually accommodated subject to consultation with the parent/guardian and the regional dietician. Primary School Menus provide 3 daily choices with High Schools providing a range of plated meals, pasta, meal deals and salad boxes. Meal prices are reviewed annually. Please contact the school to be advised of the current price.

From August 2021 all P1-4 pupils are entitled to a free school meal. P5 will be entitled to a free school meal in January 2022 and P6-7 will follow later in 2022.

Prior to the implementation dates in the case of P5-P7 and secondary aged pupils, some families may be eligible to apply to Falkirk Council for provision of free school meals. Further details can be obtained from your child's school.

Schools to complete information about their own services:

- *how payment is made for lunches;*
- *where packed lunches can be eaten;*
- *tuck shop;*
- *breakfast arrangements;*
- *arrangements for pupils staying for lunch after finishing their meal;*
- *what can or / cannot be brought into school (cans/bottles etc).*

Free School Meals and Clothing Grants

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

You can get more information, and apply online at www.falkirk.gov.uk/fsm. You can also contact 01324 503992, or visit our Advice and Support Hubs.

School Clothing Grants

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

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

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

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

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

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

Medically Prescribed Diets

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

Travel to and from School

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

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

There is no parking available for parents/carers within the grounds of Maddiston Primary School unless a Blue Badge is held. A "drop off zone" is available for swift drop off's, cars should not be parked in this area.

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

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

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

Distance entitled children are:

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

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

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

Pickup points

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

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

General Supervision

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

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

School Security

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

Wet Weather Arrangements

In wet weather pupils are allowed into school during breaks and at lunchtime. However, as supervision during these periods is limited, it is especially important that they exercise

good behaviour. Children having school lunches may remain in school during wet weather but, again, supervision is limited.

Parents Meetings

All of our schools offer opportunities for parents to discuss their child's progress with teachers through arranged meetings. Although arrangements vary from school to school, all parents will be advised of at least once per session when these meetings take place. Over and above these set meetings, parents are welcome to contact the school at any time to ask for information or for an interview. Please see section two of this handbook for more details on home / school partnership.

Communication with Home

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

Unexpected Closures

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

Mobile devices

Parents provide their children with mobile devices for a variety of reasons, including supporting learning and for personal safety. It is the right of parents to allow their child to have a personal mobile device in school. However, if devices are brought to school there must be a clear understanding that the individual pupil is responsible for the care and usage of their device(s).

Education establishments develop their own mobile device policies in consultation with pupils, parents and staff. For more information on this topic, please contact your child's school.

ICT Acceptable Use Policy

Falkirk Council Children's Services recognises that access to Information and Communications Technology (ICT) equipment and services helps young people to learn and develop skills that will prepare them for work, life and citizenship in the 21st Century.

To support this, we provide resources for pupils and staff to use. The Children's Services ICT Acceptable Use Policy (AUP) outlines the guidelines and behaviours that pupils are expected to follow when using school equipment or when using personally-owned mobile devices in Falkirk Council establishments. The purpose of this is to protect young people

online and to protect the Council's network and equipment. The ICT Acceptable Use Policy (AUP) will be issued by the school for both parent(s) and pupil(s) to sign.

Equality

The council is required to work towards advancing equality of opportunity for all people and to foster good relations between people. The council is committed to eliminating discrimination on the grounds of race, sex, disability, sexual orientation, religion/belief, age, marriage or civil partnership, transgender status, pregnancy/maternity or poverty.

Children's Services have a range of policies and procedures to address equalities issues specific to education to enable us to fulfil these duties. In addition to this all education establishments have a responsibility to report incidents of prejudice-based bullying in line with our Anti-Bullying Policy: 'Promoting Positive Relationships in Falkirk's Educational Establishments'.

English as an Additional Language (EAL Team, ASN Service)

Over 75 different languages are currently spoken by pupils in Falkirk Council's Early Learning and Childcare (ELC) Centres and Schools. The EAL team is part of the Additional Support Needs Outreach Service and works with pupils whose first or home language is not English.

We support pupils who are enrolling in or who are already attending a Falkirk Council ELC centre/class or school. Our support helps pupils who may be beginners in English or pupils who speak English more fluently but are not achieving their full academic potential. We are in collaboration with schools and families to meet the needs of learners for whom English is an additional language.

Compliments, Enquiries and Complaints Procedure

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

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

How do I complain?

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

Who do I complain to?

Parents must first consult the school regarding their complaint.

What happens with my complaint?

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

How long will it take until I get a reply?

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

What happens next?

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

Who else can help?

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

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

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

What else do I need to know?

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

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

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

Other School Policies

The school revisited all our policies in line with Curriculum for Excellence. Our central overarching policy is Learning and Teaching. This is available on our school website. As our other policies are developed notification will be signposted through the website. All parents may request access to our policies. Policies were shared with Parent Council and are signposted through the website.

School Health Service

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

School Nursing Service

School Nurses are available 9am-5pm all year round, excluding Public Holidays. School Nurses are not based in schools and are part of an integrated community team working from local health centres/clinics. The School Nurse Team offer health screening, health assessments and health reviews.

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

The Falkirk School Nursing team comprises of

- School Nurses
- registered staff nurses
- Health care support staff

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

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

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

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

Infectious diseases

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

Head Lice

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

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

Clinics

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

Immunisation

Primary Schools

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

Secondary Schools

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

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

Medicines Administration

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

Pharmacies

Community pharmacies are trained in providing advice on coughs and colds, high temperature, fever, nasal congestion, minor eye infections, constipation, stomach upsets, fungal infections such as athlete's foot, and skin problems such as impetigo. For more information: [nhsforhvalley.com](https://www.nhsforhvalley.com)

Insurance Cover for School Children

Public Liability

Personal Injury

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

Pupil's Property

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

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

Travel and Personal Accident Cover – Educational Excursions

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

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

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

Section Two – Parental Involvement in the School

Parents Welcome

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

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

Schools should include information about the way they welcome parents – parents evenings, parents surgeries, school assemblies and events, classroom visits, use of e-mail, website, text messages, letters, newsletters, phone calls, radio etc.

Include information which highlights the school's efforts to be an 'open' school – direct and easy access, always responsive within 24 hours, tools for continuous engagement e.g. homework diaries, learning logs etc

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

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



Information and advice on education and learning for parents in Scotland

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

 **Parentzone**
SCOTLAND

Sign up to receive our Parents and Carers e-bulletins for the latest developments in Scottish education.
edscot.org.uk/p/LQE-39I/subscribe
Email: enquiries@education.scotland.gsi.gov.uk
education.gov.scot/parentzone



Parental Involvement

Parents are welcome in our school. We see their role as vital in supporting their children. The following are a number of ways we offer to engage parents in the life of the school.

- Induction for Nursery
- Induction for Primary 1
- Meet the Teacher Session – September
- Primary 1 Workshop Language and Maths
- Parental Curricular evenings
- Pupil/Parent Workshops
- Learning Cafes each term
- Twitter
- Pupil Assembly
- School App
- School Website
- Whole School Performances
- Parent Helpers
- Specific information letters including attendance concerns
- Group Call – used only when information needs to get to parent/carer quickly – will only go to the main contact.
- Agreed phone call to address/support individual
- Information phone calls
- School News Letter
- Head Teacher 1 day response to parental requests
- Open Door
- GLOW –used to support home learning particularly during times of adverse weather

Parent Councils

Parents are welcomed to be:

involved with their child's education and learning;

be active participants in the life of the school

express their views on school education generally and work with the school.

All parents / carers are automatically members of the Parent Forum at this school.

As a member of the Parent Forum all parents should –

receive information about the school and its activities;

hear about what partnership with parents means in our school;

be invited to be involved in ways and times that suit you;

identify issues you want the Parent Council to work on with the school;

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

work collaboratively with the school; and

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

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

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

The main aims of the Parent Council are:

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

Chair: <i>Sobia McGuire/Karen Edwards</i> Clerk: Email: <i>maddistonparentcouncil@gmail.com</i>

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

Parent Staff Association (PSA) / Parents Association (PA)

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

Chair (Joint): Secretary: Treasurer:	<i>Lynsey McComiskie</i> <i>Allison Ellis</i> <i>Jackie Ormsby</i>
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Connect (formerly the SPTC) the national organisation for PSAs and PAs in Scotland, Parent Councils are members too, and it runs an independent helpline service for all parents. They can be contacted by phone on 0131 474 6199, via

website <https://connect.scot/>, email on info@connect.scot or write to Connect, Mansfield Traquair Centre, 15 Mansfield Place, Edinburgh, EH3 6BB.

Pupil Council

Maddiston Primary School has an active pupil council. One pupil from each class in the school is a member of the group who meets approximately once a month.

“Our role is to make the school a better place for the children. Our job is to ask them about ways they want us to improve this school. Each year we also have a special focus on which to work on.”

The pupil council will:

- Be willing to give the views of other pupils in school.
- Try to find ways to give solutions to these problems.
- Keep all of our teachers and pupils informed of what we are doing.
- Make sure all follow the Rights Respecting Rules of our School.

This year the group are going to organise and host a termly Enterprise Café for their parents. Along with their coffee and cake, parents will hear all about the learning experiences in our school from the pupil council members. There will be opportunities for the pupil council to collect parental views on various aspects of school life.

Written by Pupil Council Members.

School Ethos

We strive to get it right for every child – ensuring every child is safe, healthy, active, nurtured, achieving, respected, responsible and included. We aim to keep parents and children fully informed of their learning and progress. Further expertise and knowledge is widely used within the school by adopting a multi-agency approach. All children are challenged to take responsibility for their learning and strive to build their confidence and self-esteem.

The school has developed close partnership with Maddiston Evangelical Church. Mr David Campbell works closely with the teachers and support the delivery of our R.M.E. Programme. Mr Campbell also attends and supports our Christian based assemblies. The children also visit the church for Easter services and to support their study of church buildings.

We see our role as central to the community of Maddiston. We have developed links with;

- Braes Children and Family Centre who offer family support where required and who run nurture groups within our school.
- The History Society who have supported our extended learning groups in previous years.
- Forth Valley College who help with our creative art week and also place students with us.
- The Seagull Trust who provide a Christmas experience for our Time Zone children and “The Wooden Spoon Boat”.
- Polmont Rotary Club who have supported the pupils within the Time Zone. Each year we support an initiative they are taking forward i.e. P7 Quiz.
- Active Schools who provide a range of sporting opportunities.
- Falkirk Round Table – extended P.E. experiences to support the Time Zone.
- Callendar House Archives who help us with support material.
- Community Council who respond to local issues which impact on our school community.
- Muiravonside with Falkirk Rangers Centre who help us with outdoor learning initiatives
- Local Businesses include, Johnston the Butcher, Wisemans, Wm Wilson
- Disability Sports Team who improve experiences for our Time Zone children.
- “Jump To It” who have helped train our basketball team
- Junior NBA/Basketball Scotland
- Falkirk Football Club
- Ion Enablement Centre
- Braes Storehouse Foodbank
- Tesco, Redding

Rights Respecting Schools

We achieved the Gold Rights Respecting Schools Award in June 2019. As a school we continuously discuss each child’s academic and social wellbeing through specifically focussing on safety, our health, keeping active, nurturing everyone, including everyone, achievements in and out of school and taking responsibility for

our own learning and development. It is important we get education right for everyone.

Global Citizenship

Through social subjects and Religious and Moral Education we learn about culture, traditions and specific festivals. We have a Global Citizenship focus across the whole school in our Citizenship Groups. When discussing rights and responsibilities we compare our Scottish lifestyle with that of others across the world. We have a Global Link with a community in Niger.

Enterprise

Enterprise in Education is embedded in classroom practice within Maddiston Primary School. Businesses, both local and from the wider community are frequently involved in the planning and implementation of The Curriculum for Excellence. We have strong links with our school community. Having secured our Gold award for three years running, we are very proud of achieving our Platinum Award for Enterprise in Education.

Communication

We are a communication friendly school where all members of the community promote an ethos and environment of 'total communication' i.e. verbal, sign, symbol, real objects and gesture. In June 2019, alongside our Speech and Language partners, we achieved the Gold level Communication Environment award. We believe that this will support pupils:

- To develop their communication skills, whether verbal or non-verbal
- To develop a consistent communication environment around the school
- To encourage communication using speech, Makaton signs, symbols and gestures.
- To develop an awareness of how language works and its purpose.
- To develop social interaction skills.
- To encourage pupils to make choices and express their views.

And support staff and partner agencies:

- To promote a collaborative approach.
- To involve parents by valuing their views and keeping them well informed.

Inclusion

We are an inclusive school where:

- The child is at the centre of everyone's care and concern.
- The wellbeing, safety and security of all children are paramount and are a pre-requisite for their progression and development.
- There is a full commitment to offer maximum learning experiences and opportunities for all and the development of social inclusion for all.
- Partnership with parents is essential to quality provision and encouraged throughout school life.
- We are responsive to the individual needs of children and families.

Eco School

Maddiston Primary is an Eco school. The children and staff are committed in caring for our environment and recycling across the whole school. This year we are collecting pens, batteries and ink cartridges. With the support of our community we can save these items from going to the landfill, reduce our carbon footprint by sending one large shipment!

Development of pupils' mental, social and emotional wellbeing

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

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

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

Pupil Conduct

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

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

Our school rules were developed by our pupil council and then amended to reflect the inclusive aspect of learning within the school.

Include everyone in
our school



Do our best



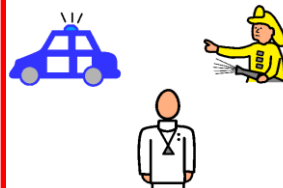
Encourage our parents and carers
to help us to learn anywhere



Do things for ourselves



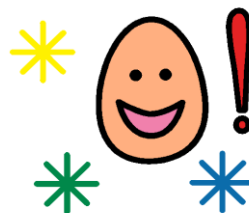
Ask people to help us



Encourage our teachers
to keep learning too



Enjoy our learning



Restorative Approach To Bullying Behaviour

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

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

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

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

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

The Parent Council or pupils could help to convey the ethos and values of the school by including quotes.

Schools should include information on how the school promotes positive behaviour, good relationships and motivates pupils. The values that the school displays and expects of its young people and staff. The school's emphasis on health and wellbeing and positive behaviour such as restorative, solution oriented and nurturing approaches.

"Quotes from P7 Pupils"

Achieving

"At every Assembly we get certificates and out of school awards to celebrate our success"

"The teachers encourage you to do your best but help us not to worry if we can't do something".

"Our school is big and friendly and the teachers and staff encourage us to keep trying and not to give up".

Healthy

"There are good opportunities with clubs and sports activities and I am in the basketball

team”.

Included

“The teachers listen to our views and give us opportunities to share our ideas and opinions.”

Respected

“As Captains/Vice captains of the school we take clubs that the younger children can attend and this helps us to become good leaders.”

Active

“We enjoy learning outdoors, sometimes we go out for PE and often we will do topic tasks in the school grounds.”

Safe

“We feel very safe at school and nearly everyone behaves really well in our playground.”

Nurturing

“We enjoy looking after the P1 as their buddies and we help and encourage the children in our house team.”

Responsible

“We take on jobs in the school at playtimes and lunchtimes and this helps us to be responsible.”

Section Three – School Curriculum

Curriculum for Excellence – Learning to Achieve

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

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

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

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

- **Responsibility of all**

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

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

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

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

Children are able to explore, experience and extend their skills for learning, life and work, including literacy, numeracy and health & well-being in and out of the classroom. Experiences include outdoor learning opportunities, leadership roles (Prefect duties, Buddying, Young Leaders etc.), Masterclasses, Citizenship Groups, liaising with parents and partners and many more.

- **Developing the Young Workforce**

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

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

Our teachers work closely with one another, stage partners, management team, parents and partners to ensure that our curriculum is unique to the needs of our children in Maddiston Primary school. We strive to provide stimulating experiences and opportunities within our school and our community.

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

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

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

Curriculum Areas

As for all Scottish Primary Schools, Maddiston Primary follows "Curriculum for Excellence which aims to

"Ensure that children and young people develop the language and skills for learning, life and work that they need to be successful in the 21st century".

Learning is delivered through discreet teaching, interdisciplinary leaning and specialist provision of certain subject areas. The following are the curricular areas.

HEALTH AND WELLBEING - is broken down into 6 areas.

Mental, emotional, social and physical wellbeing - Through their primary years our aim is to allow the children to explore emotions and build positive relationships. They learn skills and strategies which will support them as they mature.

Planning for choices and changes – supports children to develop interests and life skills we prepare them to make appropriate choices and decisions.

Physical education, activity and sport – Again we are fortunate to have a specialist P.E. teacher. At all stages children receive 2 hours of physical activity per week. We encourage different kinds of energetic play both indoors and

outdoors. Many team game opportunities are provided through after school or lunchtime clubs. We participate in football, basketball and cross country competitions. Children's out of school sporting achievements are celebrated within school.

Food and health – We are a Health Promoting School. From nursery onwards children are encouraged to explore foods and recognise healthy choices. Through a range of initiatives they become aware of cleanliness, hygiene and safety.

Substances misuse – We have a substance misuse programme of study which is age and stage appropriate. Our focus is to ensure children know how to stay safe. We work with external agencies to support the delivery of the programme.

Relationships, sexual health and parenthood – This subject area is delivered during the third term. This allows us to inform parents and allow them to view the resources we use and discuss any issues they may have. We respect parents' rights to withdraw pupils from sex education if they so choose. The relationships, sexual health and parenthood area of the curriculum is currently being updated through cluster working groups.

EXPRESSIVE ARTS

Art and design – generally delivered by class teachers through a range of curricular areas. Each year we have a creative art week which allows deeper and extended learning opportunities.

Dance – is delivered during a P.E. block and when appropriate linked to specific topics. Children have the opportunity to showcase their skills and talents at regular assemblies. We often work with active schools to support children and recently the nursery and Time Zone have had opportunities to work on dance and showcase their skills and developments in the creation of a DVD.

Drama – Each year specific classes are targeted for support. At other stages teachers deliver drama linked to cross curricular learning. Performance opportunities arise at all stages at assemblies, Burns Supper, developmental work with Scottish Opera, extended learning groups and our infant nativity.

Music – we have specialist music provision of piano, violin and wind instruments. Children audition for this at primary school. Our specialist music teacher works throughout the school. We are also fortunate to have a music instructor who this year is focusing on the teaching of music through Whistles. Each class also develops music skills throughout the year. The children enjoy singing and playing music as well as appreciating music from other countries and cultures.

RELIGIOUS AND MORAL EDUCATION

At Maddiston we respect the wide range of beliefs and faiths throughout Scotland and the rest of the world. We believe that the diversity enriches our children and we encourage them to develop their own beliefs and values. We study Christianity, Hinduism, Judaism and Islam. As well as this other faiths will be

studied as they arise naturally through topic work.

Assemblies have a regular faith focus during the year. We are supported in Christian Studies by David Campbell.

SOCIAL STUDIES

Our children broaden their understanding of the world in times past and present through a structured programme which covers;

- People, Past Events and Societies
- People, Place and Environment
- People, Society, Economy and Business

Parents are informed at the start of a learning block to allow them to support their children. Staff are also responsive to local and world events which children can relate to. Choice and flexibility allows teachers and learners to sustain interest and enthusiasm. Children have the opportunity to learn in the outdoor environment and teachers source appropriate places of interest. The social studies area also supports the development of literacy and numeracy.

Parents are normally invited into school once per session to share their children's learning towards the end of a topic. This initiative is popular with both parents and pupils.

MATHEMATICS

We aim to provide a rich and stimulating curriculum which engages our children. We aim to ensure are confident in using mathematic skills which will equip them for life, learning and work.

The four areas of learning are;

- Number, money and measure
- Shape, position and movement
- Information handling
- Financial education

Our mathematics programme is delivered in an active and engaging way as the children move through the experiences and outcomes. The direct teaching is supported by a range of resources including Heinemann Maths, T.J Maths and Big maths. Ongoing assessment is a core feature and formative assessment features at all stages. Within the Time Zone 'P' level assessments are also utilised for pupil assessment and next steps.

SCIENCE

"Through learning in the sciences, children and young people develop their interest in, and understanding of, the living, material and physical world"

Science is delivered under the following themes;

- Planet Earth
- Forces, electricity and waves
- Biological systems
- Materials,
- Topical science

It is important that the children develop inquiry, investigative and analytical thinking skills. At each stage teachers deliver these skills through multi disciplinary topics and discreet science lessons. Opportunities are sought to provide scientific experiences in the environment beyond the school and topical science ensures relevance and engagement. Most years we provide a science club to allow for deeper understanding. The 'wild area,' which is continually developed and improved each year allows pupils access to real life science challenges and context to develop deeper understanding of key themes.

TECHNOLOGIES

Within Curriculum for Excellence the Technologies Curriculum area relates in particular to contexts that provide scope for developing skills, knowledge, understanding and attributes through creative, practical and work related activities.

The curriculum is organised under the following headings:

- Technology development in society
- ICT to enhance learning
- Business
- Computing Science
- Food and Textiles
- Craft and Design Engineering

Within the Time Zone many pupils use specialist technology (hardware and software) to access the curriculum and to enhance learning opportunities in literacy, numeracy and health and wellbeing.

MODERN LANGUAGES

French - The pupils in Maddiston have the opportunity to develop French as their second language. French teaching starts within the nursery. Mrs Julie McGilverey delivers Entre Dans La Ronde. In the remainder of the school French is delivered by class teachers. The focus is mainly on oral French. As the children's French develops the programme of study develops to cover;

- Listening and talking
- Reading
- Writing

Spanish – We have introduced Spanish as our second additional language to Maddiston PS. This is taught discretely as a subject to P5-7 pupils on a weekly basis.

LITERACY AND ENGLISH

Our literacy programme is structured under the following three areas;

- Listening and Talking
- Reading
- Writing

Literacy is fundamental to all areas of learning. Our children need to be competent in the above areas and we aim to achieve this competency by providing a range of learning opportunities which contribute to development of literacy skills. Children's literacy skills develop at different rates but our aim is to ensure progression within and across the levels detailed in Curriculum for Excellences experiences and outcomes.

Listening and Talking

It is important that children develop strong communication skills and have the opportunity to extend and enrich their vocabulary by listening and talking to each other and a range of adults. We support this by teaching our pupils a range of skills. The development of communication for children with significant and complex needs includes the use of the 'Intensive Interaction' approach as well as the 'Teaching reading to teach talking' programme. Children within the Time Zone also work with Speech and Language Therapists to promote communication development.

Reading

Pupils' core learning is delivered through a range of texts. In the present day the text we use can range from traditional reading books to leaflets, recipes, text messages, blogs and web pages. At all stages our reading is closely linked to phonic development supported by a range of strategies to help children develop fluency and understanding. As this develops children can begin to source and use information to help them learn across all areas of the curriculum.

Writing

There is a close link between the development of reading and writing and both have similar skills. As an example spelling is developed in both reading and writing contexts. We aim to develop independent writers. Our writing is supported by "Big Writing". You will hear your children talking about V.C.O.P. These letters stand for;

Vocabulary
Connectives
Openers
Punctuation

Pupils use V.C.O.P to support writing and on an annual basis children have an extended writing task.

Wider Achievement - Citizenship Groups

Every pupil in Maddiston PS has the opportunity to experience personal wider achievements year upon year.

Within our curriculum rationale at Maddiston PS, to ensure all children can experience 'Opportunities for personal achievement', one of the 4 contexts for learning, our Citizenship Groups were established. They are:

Rights Knights
Charity Champions
Playground Pals
Fairtraders
Global Warriors
Mindfulness Matters
Pupil Council
Tech Gurus
Safety Officers
Healthy Heroes
Eco Committee
Community Carers

Primary 7 Profiles

Throughout the academic year pupils reflect on their learning in all curricular areas. This involves specifically relating to the skills and knowledge outlined in Curriculum for Excellence. In June parents receive a copy of this profile. A copy is also passed to their feeder secondary school.

Primary 1 – Primary 6

To share good practice pupils and staff collate examples of successful learning which are gathered in profile folders. Children are given the opportunity to share these with their parents on an annual basis.

Nursery Care Plans – Learning Journeys

Our nursery pupils develop a Learning Journey on Book Creator (IPad) which reflects their development across key areas. These are always available for parent's to view but are regularly discussed during parental consultations with their child's key worker.

Reporting Timetable

Meet the Teacher Curriculum Afternoon	- September
Formal Parents Evening	- November
Formal Parents Meeting	- March
Reports and Profiles Issued	- June
One to one arranged appointments	- Throughout the year
Support for Learning Meetings	- Termly

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

The curriculum in Maddiston Primary is structured to present the children with experiences and opportunities to develop skills for **Learning, Life and Work**.

Ownership of learning holds high priority in Maddiston Primary School. Children are encouraged to focus strongly on their own attainment and achievement and to identify their next steps. Assessment for learning strategies are regularly used in class and are modelled by class teachers and used by pupils. Similarly children are taught positive ways to assess their peers' performance and to guide on ways to improve learning. Children are given opportunities to meet with the Head Teacher and Depute Head Teachers to discuss and evaluate their progress and performance and next steps. All children contribute to their personal profile folder building up a snapshot of their experiences, challenges and achievements in school. This culminates in Personal Primary 7 journals which are completed throughout the session and are used to enhance transition to high school.

Positive and confident evaluation is encouraged by all. A variety of links with the world of work are established and Maddiston Primary constantly seeks to source new and appropriate partners to deliver the curriculum through real like experiences of those business partners. Visits within and out with schools are varied and numerous. Examples of such being theatre visits, visits to The Royal Bank of Scotland Headquarters, INEOS Science Festivals etc.

We are fortunate to have a large campus and can support many of the curricular learning opportunities and experiences in the outdoor setting. The use of the outdoor classroom serves as a base to deliver and to feedback about learning in all curricular areas. This also allows us to provide support for the varied learning styles of our children.

Inter-agency working support the health and well-being of the children in Maddiston Primary. A variety of external agencies work within the school building to support the positive health and well-being of our children.

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

Assessment and Reporting

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

- Learner involvement in setting personal targets and next steps

- On-going self-evaluation by learners, staff and school leaders
- Identification of strengths and next steps
- A range of approaches to assessment
- A variety of evidence gathered informally on a day to day basis or formally at certain points throughout the year (not exclusively - Teachers' professional judgement, Scottish National Standardised Assessments, National Qualifications)
- Moderation of standards using Education Scotland Benchmarks
- Consideration of data analysis and performance information

Achievement of a Level & Scottish National Standardised Assessments (SNSA):
Learner's progress is defined within the following levels:

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

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

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

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

- Within schools and establishments, finding out about your child's progress includes:
 - Attending parents' information evenings

- Discussing progress with teacher staff and school leaders by appointment
- Attend open evenings/afternoons including “meet the teacher” events
- Reading learning logs or diaries (which usually invite parents/carers to comment)
- Snapshot Jotter Week (work sent home to parents/carers including an invite to make comments)
- Social media updates from staff and/or the school

Further information about what data is collected about your child is given in section 5 of this handbook.

End of year reports are shared with parents and are sent 2 months after the last parental conversations. These are informative and highlight next steps for the children to focus on the following year. We have an open door policy and we encourage parents to meet with us to discuss any queries as they arise throughout the year.

Play Pedagogy and Active Learning

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

In the early years, children will have a range of learning experiences that include planned and purposeful play and stimulating learning which engages and challenges children’s thinking using real life and imaginary situations.

As children progress through school they continue to be involved in active learning experiences which give them ownership of their own learning, encourage co-operative working and utilise skills required for learning, life and work.

Planning Children’s and Young People’s Learning

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

In order to encourage pupils to take responsibility for their learning, a growing number of primary schools use Learning Logs in which pupils plan their programme for completing homework assessments. In secondary schools, homework diaries serve a similar purpose. These diaries are also used for pupils to record their long-term targets.

We encourage pupil choice to develop creativity and engagement. These opportunities promote self-confidence and self-esteem as pupils take ownership of their learning. Within the Time Zone the development of a total communication system allows all pupils to engage in interactions with peers and adults and facilitates personalisation and choice. Each year this is overtaken through extended learning opportunities, creative weeks and after school clubs. Further to this pupils can represent the school through pupil council, eco committees and leadership training through active schools. As teachers approach a new topic discussion takes place around prior knowledge and what they would like to learn as a class. Through class and homework opportunities pupils are given research tasks of their choice.

Parents are invited to class workshops and specific whole school open afternoons. Feedback from the parents around their child's learning allows us to plan next steps. Our termly newsletter informs parents of upcoming topic work to allow them to support their children. Regular work home gives parents a regular update on work.

Learning at Home

The school's homework policy can be found here <http://www.maddiston.falkirk.sch.uk> Practitioners provide home learning activities to support reinforcement of learning or to encourage pupils to apply learning in different ways, often in real life situations.

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

Care of Books / Materials

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

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

Sensitive Aspects of Learning

Parents are invited to review resources as specific sensitive topics arise. Our parent council are kept informed on any curriculum changes or initiatives. Parents can feel confident that they can raise concerns with the school.

Religious Instruction and Observance

Religious Instruction

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

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

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

Religious Observance/Time for Reflection

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

Withdrawal from Religious Instruction and Religious Observance/Time for Reflection

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

Extra Curricular Activities

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

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

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

Facilities for Physical Education and Outdoor Activities

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

Active Schools

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

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

www.falkirkcommunitytrust.org/sport/active-schools

Follow us on @falkirk sport

Section Four – Support for Pupils

Getting It Right For Every Child (GIRFEC)

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

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

Wellbeing

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

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

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

Named Person

The Scottish Government have recently stated that the relevant sections of the Children and Young People (Scotland) Act 2014 relating to the Named Person will be repealed. As a result of this decision, education authorities will no longer be legally required to provide this service.

We are currently awaiting guidance from the Scottish Government on the timescales for repeal and what the likely impact will be as a result. Every child and young person will still have a main contact to make sure their wellbeing is promoted.

The role of the main contact is to act as the first point of contact for children and families. Through children and families knowing who to contact, their access to help is made easier.

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

Family Support Service

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

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

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

Protecting Children and Young People

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

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

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

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

Additional Support Needs

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

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

Support for Pupils

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

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

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

Disputes and Resolution in Additional Support Needs

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

In the first instant it is usually wise to contact the school or nursery directly, and if the matter cannot be satisfactorily resolved, they may call on the services of some of centrally-based staff – the Additional Support for Learning Adviser, the Educational

Psychologist or the school's attached Team Manager. Children's Services also commission independent mediation through Children in Scotland. Their services, called Resolve, may be arranged by the Additional Support for Learning Adviser, or accessed directly by parents on 0131-222-2456.

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

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

Educational Psychology Service

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

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

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

Transitions/Pastoral Care

Within a child's life, key events such as a death within the family, marriage breakdown and separation, illness, family working in the services or emigrating may have an impact on your child's learning. As a school we deal with such information sensitively ensuring we support the family and the child within the class. This support may include regular contact with the class teacher or the school contacting an agency with the family's approval, for advice such as from the school nurse or the family support service. To ensure we meet all learners' needs, we follow the procedures in the "Getting it Right for Every Child" process. This process promotes the holistic approach of ensuring certain we review every child's safety, health, achievement and that they are active, respected, responsible and included in all areas of their life, academically, socially and emotionally. As a school we take pride in how strongly we support our families and support pupil welfare.

We have a planned transition process for children as they move from stage to stage including “Meet your new teacher day” prior to the end of a session. Throughout the final term there is an intensive period of transition for children who will move from our Nursery class into school. The Time Zone P1 transition also includes a rigorous consultation and assessment process with staff and professionals for children coming to the Time Zone from wider authority nurseries.

Last year the nursery staff introduced a buddy system training the Primary 6's to support the pre-schoolers. The aim of this initiative is that the current P6's (moving into Primary 7) will continue to support Primary 1 in the first term as they settle into their new routines. This session we will train the new Primary 6 children to continue this buddy system.

For Primary 7's the transition process begins in August as there is an expectation for them to begin to develop their own independence. Braes High School teachers from the English, Maths and Science department visit the classes throughout the year. The children also visit the Braes Science Department and have the traditional induction days in term 4.

During the first 2 terms of primary 7 a range of multi-agency meetings are held for Time Zone Pupils. These seek to identify secondary provision where the needs of the individual pupil will best be met. A placing request would then be submitted to Pupil Support Resource Group. There is then a lengthy transition programme with the new school including the opportunity for pupils to meet new staff and visit their new school.

Early Learning and Childcare Provision

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

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

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

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

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

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

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

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

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

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

Applications are then allocated according to the criteria detailed in the Admissions Policy - <https://www.falkirk.gov.uk/services/children-families/early-learning-childcare/docs/nursery-admission-policy/Early%20Learning%20and%20Childcare%20Admission%20Policy.pdf?v=201507271206>

Transition from Nursery to Primary

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

Primary School Admissions

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

When commencing Primary 1 education, your child will normally attend the local denominational or non-denominational Primary school and transfer from it, after Primary 7, to its associated Secondary school. Details of the catchment areas and boundaries can be obtained from the Forward Planning Section – Tel. 01324 506621/506608 in the Children's Services, on the website - www.falkirk.gov.uk or the relevant school.

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

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

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

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

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

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

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

Primary to Secondary Transfer

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

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

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

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

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

Pupils with Additional Support Needs

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

Moving to the denominational secondary school

Children who are baptized Catholic

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

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

Children who are non-Catholic

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

Moving between denominational and non-denominational schools

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

Catchment Secondary School

For Primary 7s the transition process begins in August as there is an expectation for them to begin to develop their own independence. The upper school Principal Teacher is in contact with the feeder high school and key dates are arranged for the year ahead. Braes High School teachers from the English, Maths and Science department visit the classes throughout the year. The children also visit the Braes Science Department and have the traditional induction days in term 4. This involves the pupils having two full school days at the high school and following the normal timetable they will have after the summer holidays. The Guidance Staff also visit the primary school and answer any questions the children are unsure of about moving on. This year we believe the transition programme has developed strong links with all high schools and we ensure key information is passed onto the Guidance Staff to support a smooth transition from P7 to S1.

Placing Requests

As a parent, you have the right to make a Placing Request for your child(ren) to be educated in a school other than the local school. Applications for Primary 1 and Secondary 1 Placing Requests to commence school in August will only be accepted

following the publication of an advert in the local press inviting applications in early December.

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

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

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

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

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

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

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

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

Mid Session Transfers

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

Transport for Placing Requests

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

Section Five – School Improvement

Raising Attainment

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

Standards and Quality Report

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

Standards and Quality Reports – Operational Guidance

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

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

The National Improvement Framework's 4 key priorities are:

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

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

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

School Improvement Plan

Key priorities for improvement planning 2018-19

What is our capacity for continuous improvement?

Maddiston Primary School – Strategic Outcomes

- By June 2020, 85% of pupils within P3-7 will show that they can achieve 85% correct answers within the level they are working on for fractions, percentages and decimals.
- By June 2020, 100% of learners within a small focus group in primary 5, who are baselined scoring less than 50%, will be able to increase their score to 80% demonstrating they can spell the majority of the 200 most common words
- By June 2021, 90% of all learners in primary 3 and primary 6 will be able to spell at least 80% of common words using Fry's common word list (first hundred for P4 and second hundred for P6)
- By June 2020, 90% of pupils in primary 2- 7 will be able to identify at least 80% of punctuation missing from text (using skills relating to the benchmarks within the level the learners are working
- By June 2020, identified ASN pupils will spend 15% of their week working alongside mainstream peers.
- Continue to provide equal opportunities for wider achievement to enable pupils in SIMD 1-4 to experience greater success.
- Create a new tracking system for Health and Wellbeing.
- Track all PEF improvement methodology interventions in literacy, numeracy and health and wellbeing
- PEF Nurture teacher will track engagement/confidence scales and learning attainment for PEF identified pupils.
- Employ a key teacher in literacy (0.2) and numeracy (0.2) to raise attainment for PEF pupils.
- Employ 1FTE EYO to support active literacy and numeracy in P1 and 2.

All teachers support the development planning cycle by engaging in self-evaluation and by engaging in working parties.

The parent body are asked to support self-evaluation and our parent council have regular updates on progress.

Pupils also support our self-evaluation process and tell us how we are doing. In June each year we review and evaluate progress in the above areas which informs next steps.

Transferring Educational Data About Pupils

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

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

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

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

Concerns

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

Websites

You may find the following websites useful.

- <https://education.gov.scot/parentzone> - parents can find out about everything from school term dates to exam results. This site also offers information for pre-5 and post school. It also lists relevant publications for parents and provides hyper-links to other useful organisations.
- www.hmie.gov.uk - parents can access school and local authority inspection reports and find out more about the work of Education Scotland.
- <http://www.scottishschoolsonline.gov.uk> - parents can find out about individual schools. They can choose a school and select what type of information they need such as Education Scotland reports, exam results, stay on rates and free school meal entitlement.
- www.falkirk.gov.uk - contains information for parents and information on Falkirk schools.
- <https://www.childline.org.uk/info-advice/bullying-abuse-safety/> - contains information for parents and children on varying forms of bullying and provides help for parents and children who are affected by bullying.
- <http://www.respectme.org.uk/> - Scotland's anti-bullying service. Contains information for parents and children on varying forms of bullying and provides help for parents and children who are affected by bullying
- <http://www.ltscotland.org.uk/> - provides information and advice for parents as well as support and resources for education in Scotland
- <http://www.equalityhumanrights.com/> - contains information for everyone on equality laws within the government and local authorities.
- <http://www.enquire.org.uk> – Enquire offers independent, confidential advice and information on additional support for learning through: Telephone Helpline: 0845 123 2303, Email Enquiry Service: info@enquire.org.uk

Glossary

ASL – Additional Support for Learning

ASN – Additional Support Needs

CFE - Curriculum for Excellence

CLD – Community Learning and Development

CSP – Co-ordinated Support Plan

DHT - Depute Headteacher

EMA – Education Maintenance Allowance

FFB - For Falkirk's Bairns - Integrated Children's Service Plan

FOI – Freedom of Information

Form 4 – GIRFEC Individualised Education Plan

FVNHS - Forth Valley National Health Service

GIRFEC – Getting it Right for Every Child

Glow - Scottish Schools National Intranet (Glow doesn't stand for anything)

HT - Headteacher

LIPs - Local Improvement Priorities

LTA - Learning to Achieve

MFIF - My Future's in Falkirk

NPFS - National Parent Forum of Scotland

PC - Parent Council

PECS – Picture Exchange Communication System

PLPs - Personal Learning Plans (personal learning planning)

PSRG – Pupil Support Resource Group

PT - Principal Teacher

PSA/PA - Parent/Teacher Association/Parents Association

SEEMiS - Management Information Systems (SEEMiS is the pupil database)

SIP - School Improvement Plan

SPTC - Scottish Parent Teacher Council

SQA – Scottish Qualifications Authority