



ARGYLL AND BUTE COUNCIL Customer Services: Education

Park Primary School Handbook Academic Year 2021/2022



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

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GENERAL SCHOOL INFORMATION

Contact Details

Name of Head of Establishment: Ruth Verner
Designation: Acting Head Teacher
School Name: Park Primary School
Address: Kerrera Terrace, Dunollie, Oban, PA34 5AU
Telephone Number: 01631 563941

Website: <http://www.park.argyll-bute.sch.uk/>
Email Address: enquiries-park@argyll-bute.gov.uk

School Roll and Stages

Present Roll: 240
Class Stages: P1 – P7

Denominational Status: Non-denominational
Is there a Gaelic Medium Unit? No

School Staff

Miss Ruth Verner
Mrs Eileen Crowe
Mrs Nicola Lane

Acting Head Teacher
Acting Depute Head Teacher
Acting Depute Head Teacher

P1	Miss Iona MacKinnon
P2/1	Mrs Ilona MacLaurin
P2	Mrs Yvonne MacKechnie & Mrs Christine Lind
P3	Mrs Lisa Danks
P4/3	Mrs Catriona Clarke & Miss Alison Kennedy
P5/4	Mrs Lyndsey Buchanan & Miss Diane Black
P5	Miss Pauline MacInnes
P6A	Mrs Kayleigh Gunn
P6B	Mrs Kirsty Blainey
P7	Mrs Eileen Crowe, Mrs Nicola Lane & Miss Ailsa Munro
Pupil Support Teacher	Miss Amy McGinlay
Science & NCT Cover	Mrs Shona Sharp
PE	Mrs Jennie Kelly
Piping	Mr Angus MacColl
Violin	Miss Hazel Clark

NON-TEACHING STAFF

Mrs Margaret MacFarlane	Classroom Assistant
Mrs Kirsty MacKinnon	Classroom Assistant/ASN Assistant
Miss Laura Martin	Classroom Assistant/ASN Assistant
Miss Rebecca Forgive	Classroom Assistant
Mrs Kerry Smith	ASN Assistant
Miss Catriona Melville	ASN Assistant
Miss Louise Stewart	ASN Assistant
Miss Jane Asher	ASN Assistant
Mrs Eileen Campbell	ASN Assistant
Mrs Jessica Ben Said	ASN Assistant
Miss Demi Prosser	ASN Assistant
Miss Eilidh Johnston	Pupil Support Assistant
Mrs Gemma Black	Clerical Assistant
Miss Jenny Livingstone	Clerical Assistant
Mrs Debbie Green	Childcare and Education Worker
Mr Ronnie Guthrie	Janitor

School Day

Morning Session	9am – 10.30am
Interval	10.30am – 10.45am
Lunch	12.15pm – 1.15pm
Afternoon Session	1.15pm – 3.15pm

Details of school holidays can be found on page 47.

Early Learning and Childcare Provision

All eligible two, three and four year olds are entitled to 1140 hours (pro rata) of funded Early Learning and Childcare (ELC). 1140 hours ELC is intended to support child development, help close the attainment gap through the provision of high quality services, and support parents to work, train or study. ELC can be accessed through local authority settings, partner provider nurseries and childminders. Parents can also choose to have a blended placement using more than one setting and/or childminder. Further ELC Information for parents is available via <https://www.argyll-bute.gov.uk/registering-your-child-nursery> and an ELC Parents Booklet https://www.argyll-bute.gov.uk/sites/default/files/elc_info_for_parents_booklet_rev_december_2019.pdf

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

STAFF

Mrs Louise Blue	Childcare and Education Worker
Mrs Sharon Reid	Childcare and Education Worker
Miss Ashleigh Kerr	Childcare and Education Worker

Session **38 weeks, Monday – Friday 8.45am – 2.45pm**

Park ELC provides pre-school education for children from Oban and the surrounding area. Staff work in partnership with parents to develop children's learning experiences. This involves learning about, valuing and building on children's prior learning experiences so that they become confident, eager and enthusiastic learners who are looking forward to starting school.

Visits of Prospective Parents/Carers

Parents or carers who have newly taken up residence in the district and wish to enrol children should arrange an appointment with the Head Teacher by calling the school office. School visits can be arranged with the Head Teacher prior to a decision being made.

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

Please see www.argyll-bute.gov.uk/education-and-learning/placing-your-child-school for further information.

In January of each year infants who live in the school catchment area and who will attain the age of 5 between 1 March of that year and the last day of February in the following year, should be registered at the school. Parents or carers can enrol them in school, or if they wish, may seek enrolment in another school. Advice on how to request a place in another school can be obtained from the Head Teacher.

School Uniform

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

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

BOYS: Dark grey or navy trousers, Park School polo shirt with sweatshirt or hooded sweatshirt. A shirt and school tie may also be worn. Park School jackets are also available.

GIRLS: Dark grey or navy trousers or skirt, Park School polo shirt with sweatshirt or hooded sweatshirt. A shirt and school tie may also be worn. Park School jackets are also available.

PE KIT: Clan t-shirt/white t-shirt, shorts and gym shoes.
All items should be in a gym bag labelled with the child's name.

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

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

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

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

School Clothing Grants

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

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

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

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

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

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

Parental Concerns

Park Primary School welcomes open communication with parents and carers. Any minor concerns can be sent to teachers via pupils' Home-Link diaries. For any further concerns, parents/carers may phone the school office and arrange a telephone appointment with their child's teacher in the first instance. Should concerns persist, an appointment may be made with

the Head Teacher, either via telephone or in person. Our staff are always willing to address pupil and parental concerns quickly and effectively.

Pupil Absence Procedures

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

Parent or carers are asked to contact the school by telephone on the first morning of the child's absence. From 9.30am, if the reason for absence has not been clarified, a member of staff will phone home. If a child is likely to be absent for some time, parents/carers are asked to inform the school by letter or telephone.

Early Learning and Childcare Attendance

A child's entitlement to funded ELC will be 1140 hours (pro rata), generally arranged as 5 x 6 hour sessions over 38 weeks within the school year. However, some standalone units are offering a different pattern of provision. Information on what nurseries are offering can be obtained from each nursery or school or on the Council website.

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

School Attendance

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

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

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

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

- Parents/carers to contact the school office on 01631 563941 before 9:30am on each day of their child's absence.
- Should children arrive at school after 9am but before 9:30am, they should enter via the front door and alert a clerical assistant of their arrival.

- If a child will be arriving later than 9:30am, we ask that parents/carers please inform the school.
- If a child is absent from school and their parent/carer has not informed the office, a member of clerical staff will phone home after 9:30am to ascertain the reason for the child's absence.
- We ask that all parents/carers ensure their contact details are up-to-date with the school.

Planned Absence

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

Parent / Carer Contact Details

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

The Complaints Procedure

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

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

PARENTAL INVOLVEMENT

At Park, we believe working closely with parents/carers is key to ensuring improved outcomes for all of our pupils. We offer many opportunities for parents to become involved in their child's learning which are spread evenly throughout the year. Our Open Afternoons are well attended and our parents love to celebrate their child's achievements. We offer two Parents' Evenings to discuss pupil progress and next steps. Learning Logs also go home twice yearly; this includes a summary of progress at the end of each session.

We regularly survey our parents on school priorities, to ensure the views of our whole school community are valued. Recent surveys have led to significant changes within the school.

We have an open door policy and welcome parents to contact us if they wish to discuss any aspect of their child's learning. Information is communicated to parents via letters, emails, text messages and the Xpressions app (see below for more information).

Groupcall Xpressions App



This app is available for parents to ensure communication between home and school is easier and more effective. It is completely free of charge and can be installed on your mobile phone or tablet. It currently supports both Apple iOS and Android devices, simply search for 'Groupcall Xpressions'. You can also login on a web browser at <https://xpressions.groupcall.com>

If you have children in different schools and those schools also use Xpressions, you will be able to view information on multiple children within the same app.

What do I need to do now?

Please ensure we have your correct mobile number and email address on our school database to ensure you can use the new app as soon as it is available. Simply contact the school office to inform us of your new details. You'll need to make sure you keep these details up to date in future to maintain access to the service.

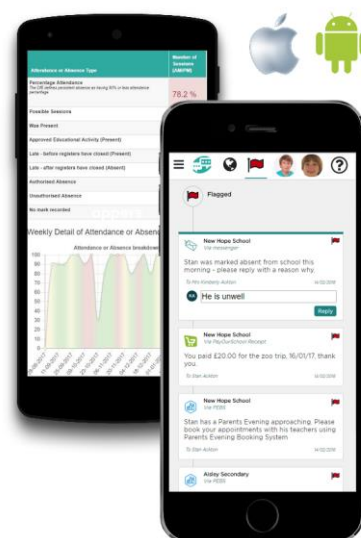
What happens next?

Once the school have your contact details, you can install the app and login using your email address and mobile number. As long as the details you input match those we have in school, you should have no difficulty accessing the app. However, please contact the school office should you have any issues.

Once installed and set up you will have access to messages sent by the school office, and information on home learning activities and suggestions sent by your child's teacher. You will also be able to message the school office directly using the Xpressions app.

Groupcall provide a dedicated support website for parents to also help you get up and running with Xpressions, or answer any common questions parents have on using the app:

<http://parents.groupcall.com>



Argyll & Bute's Parental Engagement Strategy may be viewed at:

<https://www.argyll->

[bute.gov.uk/sites/default/files/parental_engagement_strategy_final_feb_19.pdf](https://www.argyll-bute.gov.uk/sites/default/files/parental_engagement_strategy_final_feb_19.pdf)

Homework

During session 2017/18, we conducted an enquiry into the benefits of homework. Through this enquiry, we collated the views of parents, pupils and teaching staff, and investigated whether homework increased attainment. Following the results of this study, and in consultation with the Parent Council, it was decided that homework should be a choice for families. In order to accommodate this, your child's teacher will send information home regarding your child's weekly learning in class. Alongside this, suggestions of activities will be provided e.g. links to games to practise skills. This way, you have a choice as to how much additional learning you want to do with your child, and you can organise this around your child's extra-curricular activities, family events etc. Your child will not need to submit work to their teacher. We must stress that reading homework will continue to be set as this is an integral part of your child's education and we ask that you continue to encourage your child to complete their set reading homework each night.

At Park Primary School, we send home learning activities and suggestions to parents via email or the Xpressions app (see above).

Becoming Involved in School

At Park Primary there are many opportunities for Parental Involvement. There are opportunities to help with after school clubs and specific events within the school calendar. Parents/carers will be made aware of these opportunities when they arise via the school's Facebook page, Xpressions app, emails, memos and diaries.

At the start of each session we like to compile a list of parents who wish to help out within the school. For example, this could be to support classes with your knowledge/skills/experience in certain areas such as your career or hobbies.

The school values the important part that parents/carers play in their children's education and sees partnership with parents/carers as an effective way of enhancing children's achievements and promoting better school ethos and communication.

Opportunities for Parental Involvement

During the school day:

- Art/Craft activities
- Sharing knowledge and expertise in some aspect of the curriculum (e.g. topic talk), history, science, health
- Practical activities in science, maths, social subjects, health education (e.g. first aid) or technology
- Reading stories to groups of children, playing reading/phonics games
- Teaching playground games

- Golden Time activities e.g. board games, art and craft in small groups
- Running or assisting to run a Lunch Club
- Supporting educational visits/trips
- School concerts – making costumes, props, supervision of children
- Fundraising Events
- Sports Coaching

Out with the school day:

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

If you would like to help out in any way, please contact the school office to arrange an appointment with the Head Teacher. If you wish to be a regular parent helper, PVG (Protecting Vulnerable Groups) checks must be completed. Please discuss this with staff.

Parent Councils

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

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



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

You can find out more about your Parent Council by contacting the Head Teacher or by emailing: enquiries-park@argyll-bute.gov.uk

Parentzone Scotland

Parentzone Scotland is a unique website for parents and carers in Scotland, from early years to beyond school. The website provides up-to-date information about learning in Scotland, and practical advice and ideas to support children's learning at home in literacy, numeracy, health and wellbeing and science. Information is also available on Parentzone Scotland regarding additional support needs, how parents can get involved in their child's school and education.

Furthermore, the website has details about schools including performance data for school leavers from S4-S6; and links to the national, and local authority and school level data on the achievement of Curriculum for Excellence levels. Parentzone Scotland can be accessed at <https://education.gov.scot/parentzone>.



Parentzone


SCOTLAND

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

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

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

education.gov.scot/parentzone



SCHOOL ETHOS

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

At Park Primary our fundamental aim is to provide a learning environment in which children are happy, safe and realise their full potential, enabling them to become:

Successful Learners who are able to:

- use literacy, communication and numeracy skills
- use technology for learning
- think creatively and independently
- learn independently and as part of a group
- make reasoned evaluations
- link and apply different kinds of learning in new situations

Effective contributors who are able to:

- communicate in different ways and in different settings
- solve problems
- work in partnership and teams
- take initiative and lead
- apply critical thinking in new contexts
- create and develop knowledge, understanding, skills and attitudes

Responsible citizens who are able to:

- develop knowledge and understanding of the world and of the citizen's contribution to society
- understand different beliefs and cultures
- make informed choices and decisions
- evaluate environmental, scientific and technological issues
- develop informed, ethical views of complex issues

Confident individuals who strive to:

- relate to others and manage themselves
- pursue a healthy and active lifestyle
- be self aware
- develop and communicate their own beliefs and view of the world
- live as independently as they can
- assess risk and take informed decisions
- achieve success in different areas of activity

It is our firm belief that these aims are best achieved by means of a real partnership between home and school. Therefore we hope you will feel free to contact the school at any time for information, help or reassurance. We will always be pleased to hear from you.

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

Vision, Values and Aims

Our Vision, Values and Aims have been recently updated by our Clan Committee. Our pupils worked together to ensure our VVA was child-friendly and, in consultation with our committee members, parents and staff, a Primary 7 pupil created a visual representation of our VVA so that it is accessible to all. Our new VVA banners and posters are hung proudly in every classroom, our ELCC and our front foyer for all to see. We continue to work hard to embed our VVA throughout the school and ELC.



Our Vision

In Park Primary School, we have a shared vision to ensure our school is a happy place, a healthy place, a safe place, and a place where children are excited to learn.

Our Values

Trust Respect Ambition Inclusion Responsibility

Our Aims

In Park Primary we aim to:

- Encourage pupils to have a positive attitude towards learning
- Work closely with our parents and the community
- Be a place where everyone is included
- Help pupils develop skills for learning, life and work
- Foster healthy and active lifestyles
- Ensure pupils feel supported in their life and learning
- Encourage everyone to show their skills and talents
- Be eco-friendly
- Be fair and caring
- Ensure learning is active
- Encourage pupils to take the lead
- Encourage and listen to pupil voice
- Make school fun

School and Community Links

The school has forged strong links with the community through the work of our Eco Committee, business links and community helpers for a variety of activities. Park Primary School have adopted the local Esplanade beach and undertake beach cleans and litter surveys throughout the year. This information is shared with The Marine Conservation Society. We have also had Fairtrade Schools' accreditation for 12 years, reflecting our commitment to this campaign.

Promoting Positive Behaviour

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

Our school rules are as follows:-

- Walk quietly and sensibly around the school.
- Keep your hands, feet and unkind words to yourself.
- Stay off the pitch when it is not your day.
- Take care of school equipment, dining hall, property and grounds.
- Behave in the toilets.
- Remember to be polite to everyone.
- Listen to the monitors and do as they ask.
- Keep chewing gum at home.
- Mobile phones must be switched off whilst at school or in school grounds.
- Be safe and sensible when travelling to and from school on the bus.

It's cool to help at school!

These rules were decided by the Clan Committee after consultation with the whole school community.

Discipline

Our Positive Behaviour Policy was designed to afford every child guidance in making good decisions about their behaviour and thus providing an opportunity to learn in a positive, nurturing school environment. Your child deserves the most positive educational climate possible for their growth, and together we can make a difference in the process.

To encourage children to follow rules, we support appropriate behaviour with verbal recognition, awards at assembly, clan points and positive notes and phone calls home.

Pupils agreed that Funtime Friday will be used as a reward for good behaviour and positive attitudes.

Anti-Bullying

Argyll and Bute's Anti-Bullying Policy may be viewed at: https://www.argyll-bute.gov.uk/sites/default/files/anti-bullying_policy_july_2019.pdf

Children and young people who feel cared for and valued are much more likely to be successful learners, confident individuals, responsible citizens and effective contributors. In Park Primary and in our Early Learning and Childcare Centre we want our children to feel safe and secure and able to build positive relationships with their peers and with adults. To do this we must provide a supportive environment that promotes mutual respect. Bullying behaviour can seriously affect this. Bullying does not build character – trust, acceptance and mutual respect build character. We must all be positive role models and seek to prevent bullying behaviour.

At Park we aim to:

- promote respectful relationships between staff, between staff and parents, staff and children and amongst children;
- stop any bullying as quickly as possible;
- raise awareness and prevent bullying behaviour;
- provide appropriate support and intervention to all those involved to limit the impact of bullying behaviour.

Celebrating Achievement

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

The whole school celebrates achievement by giving certificates to award pupils for good work, effort or kindness shown to others. Teachers regularly send pupils to the Head Teacher to show their progress in all areas of the curriculum, and this effort is praised and rewarded.

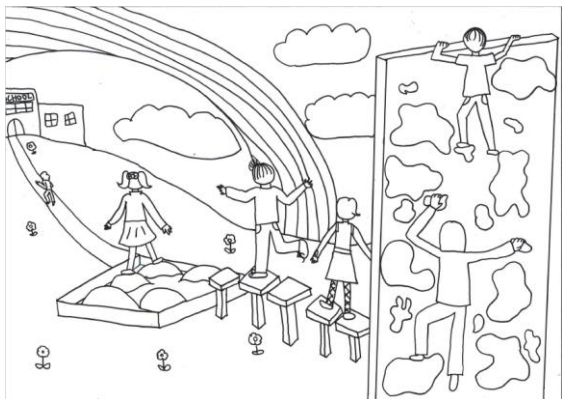
Wider-Curricular Activities

At Park Primary School, we have a high rate of participation in our wider-curricular activities. We offer karate, choir, shinty, netball, gymnastics and mindfulness clubs, which are run by staff, parents and local volunteers. Our Primary 6 pupils also organise a games club for our younger pupils, having been trained as Young Leaders by Active Schools.

We have plans in place to offer additional lunchtime activities based on the interests of our pupils.

Pupil Council (now known as our Clan Committee)

In session 2018-19, in order to encourage pupil voice, we set up 3 Clan Committees. A representative from Primary 2-7 from each clan meets weekly with their Clan Leaders to discuss ways to improve our school. Our first project was to design a display that would showcase the school's Vision, Values and Aims in each classroom. This project took a lot of hard work and perseverance from our pupils. In the end, we are thrilled with our child-friendly design and the use of language selected by our Clan Committee members. Our current project is to embed the school's new VVA and promote our values throughout the school and ELC. Our staff are regularly referring to our new VVA with pupils. We focus on one of our values each month and at the end of the month we hold a 'Values Assembly' where pupils are celebrated for displaying the school values. Our Clan Committee now intend to use the school values to promote positive behaviour throughout the school.



Eco Committee

Park Primary's Eco Committee consists of 10-12 pupils from primaries 3-7. We meet every 2 weeks and discuss our projects and the pupils report back to all the classes and gather their views for the next meeting. Our school currently holds 8 Green Flag Awards which recognise our achievements towards a sustainable lifestyle. Eco Schools have previously commented that Park has integrated the Eco Schools programme thoroughly into the curriculum via themed topic work. The school's efforts to keep the school and neighbourhood litter free, encourage health and fitness, and develop the outside space as a marvellous resource for learning and recreation were all highly commended. Events such as Apple Day, Earth Hour, Energy Week and Fairtrade Fortnight are all part of the school calendar. We work with local businesses and partners such as Tesco, Seafood Scotland, the Sea Life Centre, GRAB Trust, MCS, WWF and our local MP and councillor. We also react to local issues or charity appeals and campaign or fundraise for them.

CURRICULUM FOR EXCELLENCE (CFE)

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

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

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

The Eight Curriculum areas are:

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

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

Learning Opportunities

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

Curriculum Levels

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

- Early Level – early learning and childcare to the end of P1
- First Level – to the end of P4

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

The Senior Phase

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

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

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

Skills for Learning, Life and Work

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

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

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

16+ Learning Choices

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

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

The Pupils' and Parents' Voice

Personalisation and choice is one of the seven principles of curriculum design and children and young people throughout their education will have the opportunity to discuss with their teacher the context in which they learn and how they will approach the learning. Staff will discuss new learning with the children at the beginning of a new topic and plan together the areas of specific focus, e.g. World War 2 – The Battle of Britain. This will be shared with parents/carers through the homework diary and parents/carers will be invited to support the learning by sharing resources from home, e.g. a ration book, or by visiting the school to deliver a talk.

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

The Curriculum at School, Local and National Level

Park Primary School is part of the Oban and Lorn cluster of schools. Local schools work together to develop approaches to the curriculum particularly to ensure smooth progress at transition stages e.g. Pre 5 to Primary 1 and Primary 7 to Secondary.

Further information regarding Curriculum for Excellence can be found at:

<https://education.gov.scot/parentzone/learning-in-scotland/about-the-3-18-curriculum/>

Careers Information Advice and Guidance

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

Financial Guidance

Pupils at Park Primary School will receive financial education through maths/numeracy and enterprise projects. In the Second Level, Primary 5-7 pupils learn how to budget appropriately; they learn to read bank statements; they explore the difference between credit and debit; and

they have opportunities to run an enterprise, exploring income and expenditure, and profit and loss. In addition to this, pupils also learn about currency conversion.

Sexual Health and Relationships Education

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

- Respecting themselves and others
- Respecting individual differences
- Ways of expressing and dealing with feelings and emotions
- Ways of keeping safe
- Positive and supportive relationships

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

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

Drugs Education

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

Drug related incidents include the following:

- drug related litter on or near educational premises;
- suspicion and allegations about activities in and out of the educational establishment;
- disclosure about drug misuse taking place in the educational establishment and during out-of-establishment activities;
- child or young person who display symptoms of drug misuse;
- child, young person or adult with drugs on educational establishment premises, trips or transport;
- child, young person or adult taking controlled drugs on educational establishment premises, trips or transport;
- child, young person or adult selling controlled drugs on educational establishment premises, trips or transport.

Park Primary takes incidents of drug or alcohol misuse very seriously and such incidents are dealt with in a forthright manner. In order to prevent or deter drug and alcohol misuse, we deliver a rigorous Health and Wellbeing programme which includes substance misuse in the 2nd Level. Our Community Liaison Officer also arranges visits to classes to further enhance our Health and Wellbeing programme.

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

Religious and Moral Education

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

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



ASSESSMENT

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

A number of approaches are employed including the following:

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

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

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

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

The Scottish National Standardised Assessments (SNSA)

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

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

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

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



REPORTING

Reporting informs parents/carers of progress. This will be through a range of approaches including meetings at parents' evenings twice yearly, through evidence of pupil work in Learning Logs and through a final End of Year Summary report. Primary 7 pupils will also complete a Sway Profile before transitioning to Oban High School, detailing their achievements.

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

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



TRANSITIONS

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

Starting Early Learning and Childcare

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

Starting Primary One

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

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

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

Transfer to Secondary School

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

The catchment area secondary school for Park Primary is:

Oban High School
Soroba Road
Oban
PA34 4JB

Tel: 01631 564231

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

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

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

Moving from Stage to Stage

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

Moving Between Schools

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

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

Liaison with Local Schools

Our school maintains close links with Oban High School and other primary schools within the local area. Our teachers, and in some cases our pupils, visit other schools and establishments and other teachers and pupils visit us. This process is important for the professional development of staff, reciprocal understanding and the establishment of curricular consistency.

Leaving School

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

Opportunities for All is the Scottish Government's commitment to offer all 16-19 year olds a place in education, training, employment or other planned learning from when they leave school up to their 20th birthday. All young people should receive the *right amount* rather than the *same*

amount of information, advice and support in order to help them enter and sustain a positive destination. For young people who do not immediately enter a positive destination on leaving school, support will continue until they find a suitable opportunity.

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



SUPPORT FOR PUPILS

Support Arrangements for All Pupils

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

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

Identifying and Addressing Additional Support Needs

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

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

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

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

Staged Intervention

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

What is staged intervention?

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

Argyll and Bute Staged Intervention: The Stages at a Glance

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

Stage 1 – In-class or in-group.

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

Stage 2 –Targeted intervention.

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

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

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

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

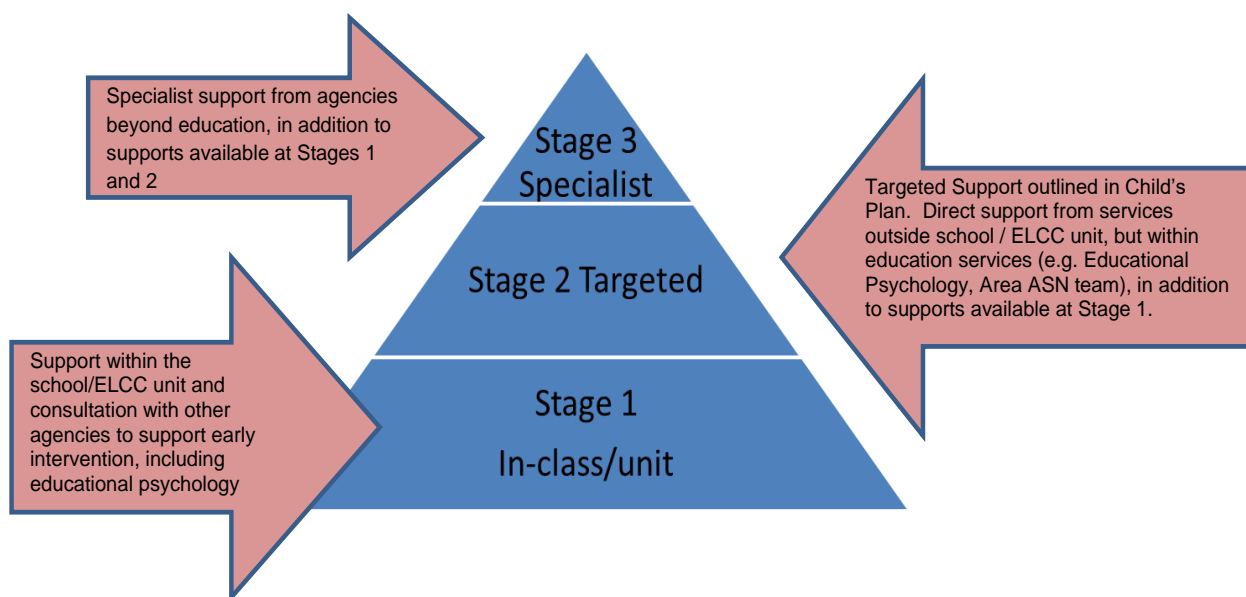
Classroom or Pupil Support Assistants may be deployed to help deliver these supports.

Stage 3 – Specialist input.

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

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

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



Further Information about Additional Support Needs

Local, direct support is usually the best way to meet pupils' needs. If parents/carers have any questions about their child's progress or well-being at school, they should discuss these first with Ruth Verner, Acting Head Teacher. Please contact the school office to arrange an appointment.

Our Pupil Support Teacher works closely with Class Teachers to plan for, and provide, additional support catered to individual needs of individual pupils. Our Childcare and Education Worker/Youth Worker also works closely with pupils to provide pastoral care.

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

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

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

Parents/carers and young people have the right to:

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

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

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

The Govan Law Centre Education Law Unit works in partnership to support pupils' and parents'/carers' rights in education. Contact Govan Law Centre, 47 Burleigh Street, Govan, Glasgow G51 3LB. 0141 445 1955 <http://www.govanlc.com/index.html>.

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

SCHOOL IMPROVEMENT

Main Achievements

In session 2019-20, we rolled out the new Primary Maths for Scotland programme across the school. Staff and pupils are enjoying the programme's Maths Mastery approach and its concrete-visual-abstract methodology.

Our Primary 7 team won last session's Mathsfest at Oban High School, competing against all associated primary schools in the Oban, Lorn and the Isles area.

Our Primary 7/6 class came 2nd in Argyll and Bute's Sumdog contest during lockdown, and one of our Primary 4 pupils came 4th overall.

We also continued to embed the Jolly Phonics programme across our school, with all stages benefitting from this reading, writing and spelling programme – Jolly Music in our ELCC, Jolly Phonics in P1 and 2, and Jolly Grammar in P3-7.

Our newly created Pupil Tracking Database has been used effectively by teaching staff to gain clear, concise information about each pupil's needs. This has complemented our Pupil Tracking processes already in place at Park and has ensured pupil needs are being met.

Our new Vision, Values and Aims were launched by our Clan Committee after 92% of pupils and 97% of parents/carers voted for the newly designed format. At our launch event, our Clan Committee 'acted out' our VVA to further consolidate its meaning.

Once again, last session we maintained our status as a Fair Achiever School until 2022.

Use of the LAD Framework in our ELCC has led to clearer targets being identified for our ASN pupils. Through use of this framework to track and monitor individual development, almost all children with ASN in our ELC have shown improvement in their stages of development.

Through continued use of SHANARRI Wheels to assess pupil wellbeing, 85% of our pupils said they felt more safe and active in school compared to the previous session. Our Childcare and Education Worker has also continued to work closely with pupils to provide pastoral support.

Last session, 100% of our families rated our P1 induction afternoons and open afternoon to meet staff and tour the school as 'good' or 'very good'. We also saw a 96% turnout at our P1-7 Open Afternoons which provided families with the opportunity to interact with their child in their learning.

Our use of Xpressions and email to deliver home learning last session saw 96% of families engaging with our home learning activities. 96% of our ELC families also engaged with suggested activities via Seesaw.

Improving Standards

According to our February Progress and Achievement results, 64% of our pupils are making progress at the expected level, with a further 19% of pupils exceeding the expected level. Therefore, 83% of our pupils are achieving or exceeding the expected level of progress in Literacy and Numeracy.

Literacy and Numeracy feature heavily in our School and ELC Improvement Plans each year. We use our Progress and Achievement data to ascertain areas of Literacy and Numeracy which require development.

Tracking and monitoring systems are embedded within the school and ELC. Regular evaluation of interventions takes place. Our school's Pupil Tracking database gives clear data on progress made by all children, including the most deprived and looked after children. Regular Child's Planning Meetings and LAC Reviews with outside agencies and parents, and regular pupil tracking meetings with class teachers, inform next steps.

Our Childcare and Education Workers (CEWs) have sound knowledge of child development and know each child in our ELC as an individual and as a learner. This is used to identify needs and build upon their learning.

Regular Pupil Tracking meetings are held with class teachers, where pupil needs are evaluated, interventions are planned and the impact of interventions are reported. Weekly meetings are held with CEWs in ELC to discuss individuals and any concerns. All teaching staff and CEWs show eagerness to plan interventions for all pupils and regularly assess the impact of these interventions.

Class teachers work together to moderate planning of ongoing assessments and periodic holistic assessments. Standardised assessments are also used at beginning and end of each session. ELC staff assess children twice-a-year against Developmental Milestones.

All primary pupils and ELC children evaluate their learning via Learning Logs, focusing specifically on areas of achievement and next steps. In ELC, children are able to talk about their learning. Pupils in school are also able to self-evaluate and give effective feedback to their peers.

All classes and ELC partake in activities related to a monthly SHANARRI focus, and provide tasks for home learning. This monthly focus is also promoted in assemblies. All pupils self-evaluate their wellbeing using the wellbeing wheel. Scores are compared yearly and our CEW (PEF-funded) uses this data to work more closely with children and address their needs.

Children are able to discuss and celebrate differences. They are able to talk about equality and equity and the meaning of fairness in relation to people's needs. The school and ELC promote a warm, nurturing ethos that includes all pupils, their families and outside partners. Feedback through parental questionnaires has shown that our ethos is an area we excel in.

School Improvement Plan

At Park Primary School, our key priorities for school improvement are:

- 1) to increase attainment and close gaps in numeracy

- 2) to increase attainment and close gaps in literacy
- 3) to reconnect our school community in light of the impact of the pandemic
- 4) to ensure our ELCC children are prepared for school and ready to succeed

In order to achieve these aims we will:

- 1i) use Sumdog diagnostic tool to assess prior learning in maths/numeracy
 - ii) use Maths Mastery cycle to assess pupil achievement in maths/numeracy periodically throughout the session
 - iii) continue to embed Primary Maths for Scotland (PMfS) resources across the school, ensuring appropriate level of challenge and problem-solving opportunities within context. Concrete-Visual-Abstract approach to continue to be embedded in all classes.
 - iv) adapt our mid- and long-term plans and assessment tools to align with PMfS programme, ensuring consistency across school and to support professional judgement with shared expectations.
 - v) agree a protocol to ensure consistency of approach when delivering Home Learning activities in Maths/Numeracy.
-
- 2i) use Phonological Awareness assessment periodically throughout Primary 1 and as an intervention tool in Primary 2 and 3. Assessment to be adapted to provide an intervention tool for P4-7 learners experiencing difficulty with literacy.
 - ii) use Highland Literacy progression pathways to provide greater clarity of progression through a level in Reading, Writing and Listening and Talking.
 - iii) revise our use of the Jolly Phonics and Grammar programme to ensure pace of learning is appropriate and beneficial to pupils, allow time for depth of learning.
 - iv) revise our Literacy assessment processes to create end of level assessments and identify range of evidence to determine achievement of a level.
 - v) agree a protocol to ensure consistency of approach when delivering Home Learning activities in Literacy/English.
-
- 3i) continue to promote our Vision, Values and Aims in all classes and ELC. Values to continue to be promoted through monthly assemblies.
 - ii) introduce a new reward system, linked to school's 'Promoting Positive Behaviour Policy' and new VVA. All staff will promote school values using consistent approach.
 - iii) continue to use PAtHs and Zones of Regulation in all classes and ELC to provide pupils with emotional literacy skills and encourage daily check-ins.
 - iv) increase our acknowledgement of pupil wider achievements and skills development. Skills Development Scotland's 5 most in-demand employability skills to be developed in all classes.
 - v) ensure appropriate interventions are put in place for pupils who may require additional support with social/emotional wellbeing.
 - vi) increase our use of outdoor learning to enhance the curriculum and focus on wellbeing and mindfulness.
-
- 4i) use Highland Early Level progression pathways along with LAD Framework to plan for progression and provide Primary 1 teachers with clear information on the strengths and areas for development of each new Primary 1 pupil.
 - ii) promote our VVA in the ELC.
 - iii) use 'Realising the Ambition: Being Me' to improve outcomes for our children and families.
 - iv) increase our acknowledgement of the wider achievements of our ELC children.
 - v) work with ELCs in the local area to promote use of Highland Literacy trackers and provide support.

Attendance and Exclusion

School attendance is required by law and parents of school age children must provide education for their children either by attendance at a public school or by other means. Schools in turn must maintain an attendance register and record child absence for each morning and afternoon school session.

At Park Primary School, we believe that regular attendance is an important part of giving children the best possible start in life, so we continue to work with our parents/carers to ensure high levels of attendance at school.

Over the past 5 years, our attendance rate has remained consistently between 95 and 96%, and rises to 99% when authorised absences are included.



SCHOOL POLICIES AND PRACTICAL INFORMATION

Snack Provision (Early Learning and Childcare only)

There are no charges for the 5 sessions of early learning and childcare education provided each week for eligible children. We provide snacks to our ELC children free of charge. As we are a nut free school can we please ask that any snacks and lunches sent in from home are free from all nut products, including Nutella. Thank you.

School Meals

Argyll and Bute Council is committed to providing healthy, nutritious, good value meal options to pupils in our primary and secondary schools and a school meal is available in almost all of our schools, with the exception of Iona and Ulva primaries. We encourage healthy eating and school lunches are planned so that children can choose a well-balanced meal and a good selection of bread, vegetables, fresh fruit, fruit juice and milk are available daily. All of our menus comply with the Scottish Government's [Schools \(Health Promotion and Nutrition\) \(Scotland\) Act 2007](#) and with [Nutritional Requirements for Food and Drink in Schools \(Scotland\) Regulations 2008](#). From time to time throughout the school year, our Primary 7 pupils run a 5-a-Day Takeaway which provides pupils with fresh fruit options. Parents/carers will be notified of when it is available in school.

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

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

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

Primary Schools:

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

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

Packed Lunches

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

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

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

Free School Meals

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

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

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

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

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

At Park Primary we ensure anonymity of children receiving free school meals. Our Catering Manager is entirely discreet and uses a tick system for these children and for the many children who pay in advance. Children are totally unaware of being in receipt of free school meals.

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

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

Special Dietary Requirements

Please inform the school if your child has any special dietary requirements or allergies so that this information can be passed onto the school kitchen. This is done via a specific form that is filled out by parents and passed to the school kitchen

Health Care

You can contact your school health staff at: -

*Child Health – Oban
Lorn and the Islands District General Hospital
Oban
Tel: 01631 789042*

Administration of Medicines

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

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

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

Skin Protection

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

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

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

Transport

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

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

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

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

Please see www.argyll-bute.gov.uk/education-and-learning/school-transport for further information on school transport.

Exceptional Requests

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

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

Exceptional transport requests can be made when:-

- Your child has been recommended on health grounds by a designated medical officer.

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

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

Education Maintenance Allowance (EMA)

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

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

Insurance

The Authority insures against its legal liability for:-

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

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

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

Music Services

Parents are invited to apply for instrumental music tuition for their child at the school. Auditions normally take place at the beginning of a session and places offered accordingly. Currently the school offers tuition in violin and chanter. The school has links with a local church recorder group at which children can attend. All children receive regular class music lessons.

Parental Access to Records

The School Pupil Records (Scotland) Regulations 1990

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

Child Protection

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

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

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

Please see www.argyll-bute.gov.uk/abcpc for more information on child protection.

Weapons Incidents in Educational Establishments

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

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

- In response to an incident involving possession, or suspected possession, of a weapon in an educational establishment, the Senior Management Team will react with a proportionate response. Police Scotland will be contacted immediately and will coordinate any emergency response. In the event of a serious incident, appropriate medical attention will be sought and designated First Aiders at the establishment will treat those affected as far as their training and experience allows, provided it is safe to do so. The emotional needs of those involved in, or witnessing, the incident will also be considered.

- If any person who is a pupil or a student in an educational establishment in Argyll and Bute is found in possession of a weapon out-with an educational establishment, Police Scotland will alert the authority of the incident.
- No release to the media regarding a weapons-related incident will be made without consultation with the Communications departments of both Police Scotland and Argyll and Bute Council.

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

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

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

All users should:

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

Users should not:

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

Personal safety

- Never tell anyone you meet on the Internet your home address or your telephone number.
- Never tell anyone you meet on the Internet your school's name or phone number, unless your teacher specifically gives you permission.
- Never send anyone your picture, credit card or bank details.
- Never give your password to anyone – even a best friend.
- Never arrange by email to meet anyone you don't know in person.
- Never respond to nasty, suggestive or rude emails.

- Always tell a member of staff in charge if you see bad language or distasteful pictures while you are online.
- Always be yourself and do not pretend to be anyone or anything you are not.
- Always remember if someone makes you an offer that seems too good to be true, it probably is.
- Always delete attachments from strangers without opening them; they may contain viruses that can damage your machine.
- Never open an email if you are suspicious of its source or content – and report these to a member of staff.
- Never click on links in emails unless you are certain they are safe (hover over the link to see what it really connects to)

Please note:

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

Glow

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

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

General Data Protection Regulations (GDPR)

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

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

The full detail of the new legislation can be found at www.ico.org.uk

A link to the general privacy notice for education can be found at www.argyll-bute.gov.uk/privacy/education-general. This privacy notice outlines the information that we require to provide Education for Children and Young People, who we will share that information

with, why we need the information, what we will do with the information and how long we will keep the information.

General information:

Pupil's work on display

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

Short Visits

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

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

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

Emergency Closures

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

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

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

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

SCHOOL TERMS AND HOLIDAYS – ACADEMIC YEAR 2021/2022

SCHOOL HOLIDAYS – 2021/22		
BREAK	DATES OF ATTENDANCE	
Start of term	Open	Thursday 12 August and Friday 13 th August 2021 Teacher In-service Days
	Open	Monday 16 th August 2021 Pupils Return
October	Close	Friday 8 th October 2021
	Open	Monday 25 th October 2021
November	Close	Friday 26 th November 2021 Monday 29th November 2021 - Teacher In-service Day
	Open	Tuesday 30 th November 2021
Christmas	Close	Wednesday 22 nd December 2021
	Open	Thursday 6 th January 2022
February Week	Close	Friday 4 th February 2022
	Open	Monday 14th February 2022 – Teacher In-service Day Tuesday 15 th February 2022 – Pupils Return
April	Close	Friday 1 st April 2022
	Open	Tuesday 19 th April 2022
May	Close	Thursday 26 th May 2022 Friday 27th May 2022 – Teacher In-service Day
	Open	Tuesday 31 st May 2022
	Close	Friday 1 st July 2022

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



USEFUL LINKS AND CONTACT DETAILS

The following hyperlinks are correct as at October 2020:

General

Contact details for all Argyll and Bute Schools –

<https://www.argyll-bute.gov.uk/education-and-learning/schools>

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

A guide for parents/carers about school attendance explains parental responsibilities with regard to children's attendance at school –

<http://www.scotland.gov.uk/Publications/2009/12/04134640/0>

The Scottish Government guide Principles of Inclusive Communications provides information on communications and a self-assessment tool for public authorities –

<http://www.scotland.gov.uk/Publications/2011/09/14082209/0>

Parental Involvement

Guidance on the Scottish Schools (Parental Involvement) Act 2006 provides guidance on the act for education authorities, Parent Councils and others –

<http://www.scotland.gov.uk/Publications/2006/09/08094112/0>

Parentzone provide information and resource for parents/carers and Parent Councils –

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

Education Scotland's toolkit for parental engagement and family learning –

<https://education.gov.scot/scottish-education-system/policy-for-scottish-education/developing-the-education-profession/Parental%20engagement%20and%20family%20learning>

School Ethos

Supporting Learners - guidance on the identification, planning and provision of support –

<https://www.education.gov.scot/scottish-education-system/Support%20for%20all>

Developing a positive whole school ethos and culture–

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

Health and wellbeing guidance on healthy living for local authorities and schools –

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

Building Curriculum for Excellence through Positive Behaviour and Relationships outlines the Scottish Government's priority actions around positive behaviour in schools and is also a source of support –

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

Scottish Catholic Education Service's resource 'This is Our Faith' which supports the teaching and learning of Catholic religious education –
<http://www.sces.uk.com/this-is-our-faith.html>

Curriculum

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

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

Broad General Education (general) -
<https://education.gov.scot/scottish-education-system/Broad%20general%20education>
and
<https://education.gov.scot/parentzone/learning-in-scotland/Broad%20general%20education>

Broad General Education in the Secondary School -
<https://www.education.gov.scot/parentzone/Documents/CfEbriefingforparents.pdf>

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

Information on Skills for learning, life and work –
<http://www.sqa.org.uk/sqa/63101.html>

Information around the Scottish Government's 'Opportunities for All' programme –
<https://www.gov.scot/publications/opportunities-supporting-young-people-participate-post-16-learning-training-work/#:~:text=To%20make%20access%20to%20Opportunities%20for%20All%20as,Opp,ortunities%20for%20All%20by%20phoning%200800%20917%208000.>

Information for organisations responsible for the planning, management and delivery of career information, advice and guidance services –
<http://www.skillsdevelopmentscotland.co.uk/>

The Skills Development Scotland website 'My World of Work' offers a number of tools to support career planning –
<http://www.myworldofwork.co.uk/>

Assessment and Reporting

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

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

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

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

Transitions

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

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

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

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

Support for Pupils

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

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

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

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

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

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

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

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

School Improvement

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

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

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

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

Scottish Credit and Qualifications Framework (SCQF) –

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

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

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

Amazing Things - information about youth awards in Scotland –

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

Information on how to access statistics relating to School Education –

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

School Policies and Practical Information

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

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

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

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

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