

# MATTOCKS PRIMARY SCHOOL

## HANDBOOK 2013/14



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Mattocks Primary School  
13 School Road, Wellbank, Angus, DD5 3PL

This document is updated annually and is available in alternative formats on request. (Please contact the Head Teacher)

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Dear Parents

Welcome to Mattocks Primary! Everyone here works hard to make our school a happy welcoming place to be!

We hope that you find the information in our handbook helpful, but if after reading it you are still unsure about anything, then please do not hesitate to contact myself or the school office.

The staff in Mattocks Primary work towards creating a positive learning atmosphere where your child will be encouraged to participate in the life of the school and to strive to achieve the very best they can. We place a high value on effort and we have high expectations of all our pupils.

When your child joins us in Mattocks we are all entering a new partnership with the aim of providing the highest quality of learning experience for your child. We also take account of your child's wellbeing and consider the development of healthy lifestyles and his/her social and emotional health to be very important aspects of an education for Scotland's citizens of tomorrow. We will do our best to inform you of work planned for your child as well as whole school issues through our regular newsletters and website [www.mattocks.angus.sch.uk](http://www.mattocks.angus.sch.uk)

I would encourage you not to hesitate to contact and inform us of any information we may need to know to support your child in their learning and to become involved in their learning through the various opportunities that arise for parents to participate in the life of the school.

We in Mattocks try very hard to work as a team to support you and your child. We do hope both you and your child will quickly settle into the school routine and we assure you of our very best efforts in the years ahead.

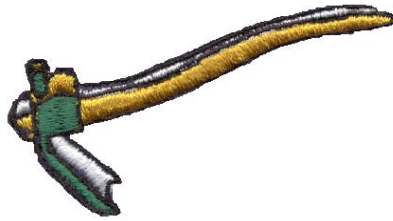
We look forward to working with you and your child in the near future.

Yours sincerely

*Georgina Mallie*

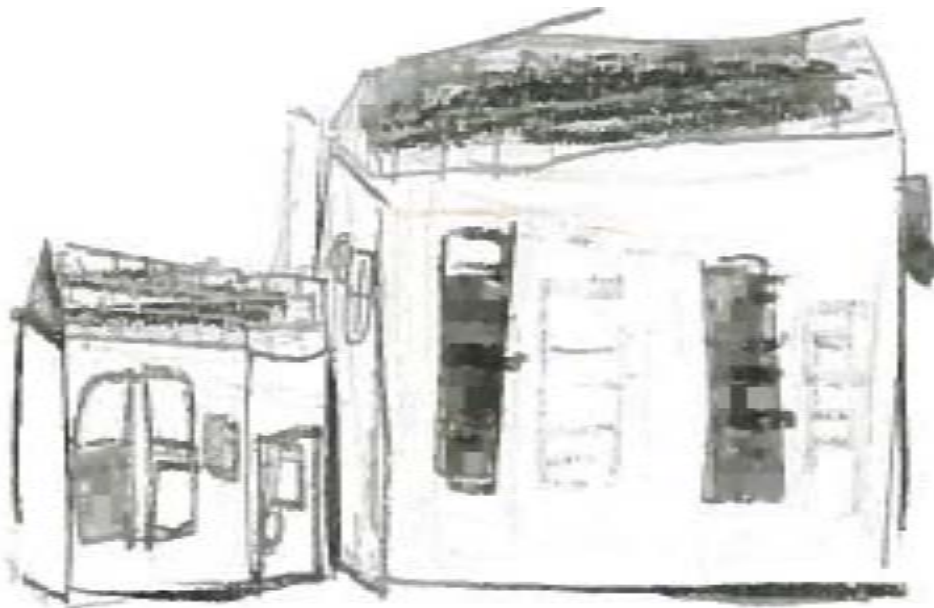
(Head Teacher)

## MATTOCKS - Our History



We are often asked about our school name and logo. The name 'Mattocks' comes from the farming implement which was used for digging and loosening the soil. There are lots of farms round about the village so we can assume this was a common tool in the area. If you visit the village hall you will see a mattock mounted on a plinth.

The school was built in 1875 and up until 1950 still had coal fires and paraffin lamps in the classrooms. It has been renovated and extended over the years, most recently in 2000 when two new classrooms were added and the current nursery building was refurbished. Although much of the original building still remains it would be unrecognisable to those first pupils who attended almost 140 years ago.



## SCHOOL INFORMATION

Class Stages	Primary 1-3 Primary 3-5 Primary 6-7 Pre-School Class
Present Roll:	65 primary pupils 17 pre-school pupils

## ORGANISATION OF SCHOOL DAY

School Hours	Morning Session - 9.00 am to 12.15 pm Morning Interval - 10.35 am to 10.55 am Afternoon Session - 1.15 pm - 3.20 pm Afternoon Interval ( <u>P1 &amp; P2 only</u> ) - 2.15 pm - 2.30 pm
Pre-School Class Hours	Morning Session - 9.00 am to 11.30 am Afternoon Session - 12.45 pm - 3.15 pm

**Address of Education Authority: -**

Angus Council People Directorate  
Angus House  
Orchardbank Business Park  
FORFAR  
DD8 1AE

Tel: 01307 476337

Fax: 01307 461848

Email: [People@angus.gov.uk](mailto:People@angus.gov.uk)



**SCHOOL INFORMATION - Who's who?**



Mrs G Kettles  
EYP



Mrs E Johnston  
P6/7



Mrs G Mallie  
Head Teacher



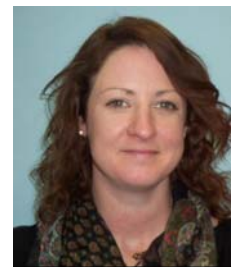
Mrs J Fyffe  
P 1/2/3



Mrs K  
Macdonald  
P3/4/5



Mrs P Cumming  
SfLA



Miss L Allan  
P6/7



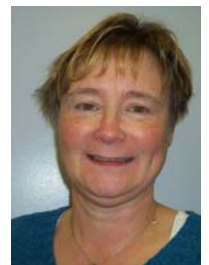
Mrs C McDonald  
Senior EYP



Mr G Smith  
Janitor



Mrs C McLeish  
Dinner Lady /  
Cleaner



Mrs S Donnachie  
Clerical  
Assistant



Mrs L McDonald  
Regular Supply



Mrs M Grier  
Music



Ms S McEwan  
Art



Mr J Tribble  
Instrumental  
tutor



Mrs L O'Rourke  
ASN Teacher



Mrs K Martin  
P.E.

## PRE-SCHOOL PROVISION FOR CHILDREN AGED 3 - 4 YEARS - see link below

Parents are invited to enrol pre-school (usually 4 years old) / ante-pre-school (usually 3 years old) children in the pre-school class.

When enrolling, the parent/carer will be asked to produce current proof of residence along with the child's birth certificate.

All children in their **pre-school** year ( $3\frac{1}{2}$  -  $4\frac{1}{2}$  years old) are eligible for a place at anytime throughout the school year.

Children in their **ante-pre-school** year (3 years old) are eligible for a place at specific times throughout the school year. The dates and further information is provided by following the link below

[http://www.angus.gov.uk/services/view\\_service\\_detail.cfm?serviceid=1098](http://www.angus.gov.uk/services/view_service_detail.cfm?serviceid=1098)



A copy of the Pre-School Admissions Form and Information for Parents is available from the school office.

### **VISITS OF PROSPECTIVE PARENTS** - see link below

Parents are welcome to come to the school, meet with staff and look around the classrooms. Please contact the Head Teacher to arrange a mutually convenient time.

<http://www.angus.gov.uk/atoz/pdfs/choosingaschool.pdf>

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.



## SCHOOL UNIFORM

### What You Will need in the Pre-School Class

Your child will need comfortable, practical clothing that they can manage for themselves. As we encourage independence please avoid clothing with tricky fastenings, if possible. We ask that you provide your child with a change of clothes in case any 'mishaps' should occur. Aprons are provided for the "messier" activities in the classroom, but accidents can happen, so best clothes should still be avoided.

Children should also have a pair of gym shoes with Velcro fastenings for indoor wear and a pair of "wellies" for outdoors. An important part of the Pre-school experience is outdoor play so please ensure that your child brings suitable clothing for the season like cosy jackets, hats and gloves for winter and sun-hats and sun cream for summer.



**Please label all items of clothing and footwear!**

### In School

School sweatshirt	Navy with school motif
Sweater or cardigan	Navy
Trousers/Skirts	Navy, black or grey
School Shirt/Polo Shirt	Blue or white
School Shoes or Boots	Black



Mattocks school sweatshirts are available for purchase through the school and can be ordered in April.

## P.E. Kit

**Please note: Pupils should have their PE kit in school every day.**

Kit consists of shorts and t-shirt of any colour, which should be kept in a named bag. Gym shoes are the preferred footwear, but if trainers are worn these should be kept for indoor use only. Please note that trainers and 'fashion' styles of shorts are not suitable for gymnastics. All jewellery must be removed for P.E. and swimming. Long hair should be tied back.



Protective clothing for Art/Craft is available in all classrooms.

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

## SCHOOL CLOTHING GRANTS

Parents or carers who have a child under 16 attending an Angus school and receive any of the following qualify for a School Clothing Grant:

- Income Support
- Income-based Job Seeker's Allowance
- Income-related Employment Support Allowance
- Child Tax Credit and/or Working Tax Credit, and where your income is less than £15,910 (in 2013/14 as assessed by the Inland Revenue)
- Support provided under Part VI of the Immigration and Asylum Act 1999

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

[http://www.angus.gov.uk/services/view\\_service\\_detail.cfm?serviceid=1114](http://www.angus.gov.uk/services/view_service_detail.cfm?serviceid=1114)

Entitlement to Clothing Grants is assessed as part of the application process for [Housing Benefit/Council Tax Benefit](#) and you should complete an application form which is available at your [local benefit enquiry office](#) or by telephoning 01382 536500 or FREEPHONE 0800 252056 (mobiles may be charged).

However, if you are not eligible for these benefits a separate application process exists and you should still contact any of the telephone numbers above for details.

## PARENTAL CONCERNS

Parents should contact the school immediately they have a cause for concern. It is our wish to deal with all matters as early as possible preventing them from growing into significant concerns. Please contact your child's class teacher in the first instance or if you would prefer to discuss the issue with the Head Teacher then please ask for Mrs Mallie.

Your concern will be listened to and a way forward agreed with you. The key points and any agreed actions will be recorded and a copy given to all those concerned. A follow up call will be made within a week to ensure the matter has been resolved to everyone's satisfaction.

Should you have a query or a concern of a non-urgent nature then an informal "drop-in" time has been set aside every Friday morning from 8.45 am - 9.15 am. During this time the Head Teacher will be available to address your queries without an appointment being necessary.



## **PUPIL ABSENCE PROCEDURES - see link below**

<http://www.angus.gov.uk/atoz/pdfs/ednleaflets/schoolattendance.pdf>

<http://www.angus.gov.uk/atoz/pdfs/ednleaflets/AttendanceDefaultGuidelines.pdf>

In recent years increasing attention has been paid to the issue of child protection and safety due to reported occasions where children have been seriously or fatally injured because of the inappropriate or criminal behaviour of adults.

Whilst it should be noted that there has been no such instance occurring within Angus it is important that staff and parents do not become complacent and continue to work together to develop and improve upon existing arrangements for monitoring the care and welfare of all children and young people.

With that specific aim in mind, the Education Authority has asked all schools to implement a series of standard procedures to monitor pupil attendance and absence from school and to invite the co-operation of parents in making these changes work. All parents are asked to assist the staff in the schools which their children attend in the manner described below:

### **Attendance (Pre-School only)**

On accepting a pre-school place for your child you are agreeing that they will attend for 5 x 2.5 hour sessions per week. Children who attend in this regular pattern settle well into the pre-school routine, have the opportunity to build firm relationships with adults and peers and experience continuity of learning. During the induction period however, adaptations can be made to meet the needs to of the individual child.

### **Attendance**

**Parents 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 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 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 the importance of good communication between home and school cannot be over-emphasised.

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

- if your child is unable to attend school through illness please telephone the school between 9.00 and 9.45 am on the first day of his/her absence.
- if you would find it more convenient to send in a note via your child's brother or sister or a friend that would also be acceptable.
- if your child becomes unwell at lunchtime and is unable to return to school in the afternoon please telephone the school before the beginning of the afternoon session to inform a member of staff.
- when you contact the school it would be helpful if an indication could be given as to the child's expected length of absence from school.
- on your child's return to school a note should be provided explaining the reason for absence and confirming the periods of absence from the school. The note should be signed and dated.

### **Planned Absence**

- parents 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 are asked to provide the Head Teacher with 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.

### **Contact Details**

- parents 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** - see link below

<http://www.angus.gov.uk/atoz/pdfs/customercareleaflet.pdf>

If parents have cause for complaint they should contact the school and make an appointment to meet the Head Teacher.

## PARENTAL INVOLVEMENT

### BECOMING INVOLVED IN SCHOOL

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

#### In the Pre-School

We would like to think of our Pre-school Class as a little community helping to prepare our children to become our future citizens. Our doors are always open to families to come in and join us in our play. Making pre-school a successful and fun place to be takes a lot of work and preparation. We need your help and co-operation and would appreciate any support that you can provide, whether it is on a regular or occasional basis.

Helping in our pre-school class is not a compulsory part of your child having a place nor does it mean that you are tied to helping if you volunteer. We also understand that you may want to spend the time that your child is in our pre-school class playing with other children, catching up on house work or just having a bit of time to your self, which we understand is very important too. Please do not feel under pressure to volunteer or worry that it will be difficult, the pre-school staff will talk you through and give advice on all of the tasks and activities and a staff member will always be on hand to help. To become a regular helper in the pre-school class The Care Inspectorate requires that you are disclosure checked to safeguard the children. Disclosure information is confidential and staff members do not see any of the information you provide. If you would like to help in any way please speak to pre-school staff or the Head Teacher.

#### In School

Parents/carers can become involved in a wide range of ways, both at home and at school. Parental help is welcomed in the classroom and elsewhere, subject to PVG checks being completed.

Examples of ways in which people have become involved include organising social events for pupils, giving feedback through our Learning Journals, accompanying children on outings, completing questionnaires and interviews to aid our school self-evaluation process and helping with extra-curricular clubs. Parents regularly attend school events such as school shows, end-of-term services, curriculum evenings and open days. We are keen to develop and extend parental involvement and would welcome any suggestions you may have

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

Early each session we hold an Open Evening where pupils bring their parents along to the school, chat informally to staff and explore all the areas of the school. Information about many aspects of school life and education in general is also on display at this event and a representative from the Parent Council is on hand.

All parents are invited to attend two further Parents Evenings throughout the year. At these meetings parents will have the opportunity to meet their child's class teacher for a 10 minute interview and hear about their child's progress. This is also an opportunity for parents to hear how they can best support their child's learning. Parents are also encouraged to look at their child's homework diaries on a daily/weekly basis with their child and support as appropriate the completion of homework tasks as advised by the school.

## **PARENT COUNCILS**

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

The basic principle under-pinning 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 and the school - such partnerships being essential to ensure that the child gets maximum benefit from its school experiences.
3. Parental Representation: Parent Councils will be parent led and school supported, with all parents being automatically members of the 'Parent Forum', with the Parent Council representing their views.

Mattocks Primary School has a well established parent council with both parents and school working together to the benefit of the pupils. The Parent Council provides a positive link with the school and can make suggestions and influence decisions. They organise fundraising activities, organise fun events such as end of term discos and represent the parent forum at Angus Council meetings. It is also a great way for



parents to meet and support one another. The council is friendly and the meetings are informal.

Information about the role of Parent Councils, including access to the newly established Parent Council Blog, <https://blogs.glowscotland.org.uk/an/AngusParentCouncilGroup/> can be obtained from the Angus Council web site Parents as Partners <http://www.angus.gov.uk/parentsaspartners/>.

You can find out more about your Parent Council by contacting the Head Teacher.

### **SCHOOL ETHOS**

In Mattocks, 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 and will take account of the individual needs of pupils and the views of parents.

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. It is a fundamental principle of our school that all who are involved in the life of our school both has the right to be respected as individuals and carry the responsibility to act in a considerate and respectful manner towards others. We implement the Council policy for Equal Opportunities and Racial equality and ensure that all pupils have access to the full range of educational experiences available within the resources of the school. We are firmly committed to the elimination of any form of discrimination on the grounds of race, religion, gender or disability.

Successful  
Learners

Confident  
Individuals

Responsible  
Citizens

Effective  
Contributors



## SCHOOL AIMS

In 2012 we decided to rewrite our school aims. Children, staff and parents were asked what they thought. The newly revised aims are shared below:

### *At Mattocks we strive to:*

- *be a safe and happy school for pupils and staff*
- *make a place where learning is interesting and fun*
- *create good relationships with our community to share in our learning*
- *understand that we are all unique and each bring our own strengths and talents*
- *care for our environment in a responsible way*
- *always be the best we can be*

## SCHOOL AND COMMUNITY LINKS

Good links exist with other local schools and our pupils take part in activities. Examples of these include joint sports activities, tournaments and the rural schools swimming gala.

Information evenings and strong links exist with Monifieth High. Staff visit the primaries to work with our pupils.

Parents and staff arrange a variety of events throughout the course of the school year. The school supports a number of charities and fund-raising activities for these are well supported by parents.

Strong links exist with outside agencies, such as police and fire service and we are currently developing links with local businesses. Groups of senior pupils take part in community activities such as carol-singing and the local Rotary Club Quiz.

## POSITIVE BEHAVIOUR MANAGEMENT - see link below

<http://www.angus.gov.uk/atoz/pdfs/ednleaflets/antibullying.pdf>

A copy of Mattocks Positive Behaviour Policy is available in the school and on our website.

Good behaviour is a vital part of good learning. We want our school to be a place where pupils feel safe, secure and happy and staff can do their jobs successfully.



As a school, we have established a basic set of ground rules which will be the foundations of the expected behaviour of the Mattocks community - pupils, staff and parents!

At Mattocks School we -  
▶ always show respect

▶ keep hands and feet to ourselves

▶ move safely and quietly around  
the school

▶ always try our best

These rules have been kept simple with the expectation that they will be easily understood and interpreted into a meaningful set of principles that we can all abide by. For example, in your class you may discuss what 'showing respect' looks and sounds like, what it translates into in every day life. These will become your personalised class rules.

### Rewards

Pupils are encouraged to keep to these rules at all times - in class, in the playground, the dinner hall and when representing the school out in the community. Those who manage this are rewarded for their good behaviour in many ways and in particular by enjoying their Golden Time on a Friday.

### House Points System

We have introduced a House points system to motivate pupils across the school to support their peers in their positive behaviour. Pupils are split into three house (Earth, Fire and Water) and points are awarded for;

- individuals who are trying hard
- individuals who have helped another
- individuals who have displayed a positive change
- individuals who exhibit good manners and / or good sense
- team competitions, quizzes and games
- team sports
- best behaved house in dinner hall

## CELEBRATING ACHIEVEMENT

In addition to the rewards detailed in the previous section - we regularly celebrate our pupils' successes in other ways. On the notice board in the entrance area you will find certificates and new cuttings detailing events and activities we have been involved in. Each week at assembly we take time to mention any achievements by individuals, groups or classes. In pupils' Learning Journals there is a section for you to share any information with us about achievements your child has accomplished out with school which we may not otherwise have heard about.



## EXTRA-CURRICULAR ACTIVITIES

Through consultation with pupils and parents we have increased the number and types of clubs we are able to offer. There is a choice of extra-curricular activities available for your child to participate in. At present we have:

- netball
- dodgeball
- chess and board games
- art and craft (P1-3 and P4-7)
- choir
- rugby
- Scottish Country Dancing



These opportunities will be shared with your child and if they are interested in attending they should request a form from the school office. The form should be completed and signed by a responsible adult in the family home and returned to school.

## PUPIL COUNCIL



There is an active Pupil Council at Mattocks school including representatives from all classes. The Pupil Council members are elected by their class peers at the beginning of session and they hold office for the duration of one year. Throughout the year they meet regularly with the Head Teacher and are involved in taking forward school improvement priorities and addressing emerging issues as they occur. Representatives from the Parent Council also join some of our meetings.

Mattocks also has a very hard working Eco/Health Council who take decisions about how to make our school more environmentally friendly and our pupils healthier.



## THE CURRICULUM FOR EXCELLENCE - see link below

<http://www.angus.gov.uk/atoz/pdfs/ednleaflets/LinkingTheLearning.pdf>

Curriculum for Excellence (often shortened to CfE) is the curriculum in Scotland which applies to all children and young people age 3-18, wherever they are learning. It aims to raise achievement for all, enabling 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 literacy and English and modern languages, plus classical languages and literacy and Gaidhlig/Gaelic learners (where available)
- **Mathematics** - including analyzing 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 - pre-school 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 they can continue to develop the four capacities and achieve qualifications



## THE SENIOR PHASE

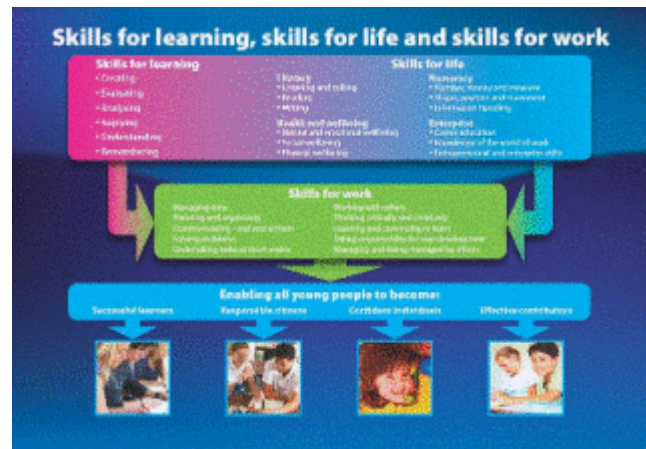
The Broad General Education in secondary schools continues from S1 to S3. All young people will develop an S3 profile that describes their learning and achievement from S1 to S3. During S3 (normally January or February), pupils will be asked to choose the courses that they will follow in S4. It is these S4 choices that lead to national qualifications. In Angus, almost all learners will study six different subjects in S4 (English, maths plus four other options).

Each school will design a senior phase that best meets learners' needs, whether that's 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 and 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 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.

## CAREERS GUIDANCE AND FINANCIAL ADVICE

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

## 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 through the Learning Journal and homework planners and parents will be invited to support the learning by sharing resources from home e.g. ration book or visit the school to share a talk.

Parents 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 anytime through their child's homework diary.



**THE CURRICULUM AT SCHOOL, LOCAL AND NATIONAL LEVEL - see link below**

<http://www.angus.gov.uk/parentsaspartners/CurriculumForExcellence.htm>

The school website is becoming a source of considerable information, illustrating the work of all classes across the school. Additionally, curriculum evenings are held annually and led predominately by the children. During this event the children will describe and share their first-hand experience of the curriculum in school. More local information can be found through the link above and national information from the numerous sources listed at the back of the handbook.

## **SEX EDUCATION**

Sex and Relationships Education is part of Health and wellbeing. The main areas covered are:

- Respecting themselves and others
- Respecting individual differences
- Ways to express and deal with feelings and emotions
- Ways to keep safe
- Positive and supportive relationships

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

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



## **DRUGS EDUCATION - see link below**

<http://www.angus.gov.uk/atoz/pdfs/ednleaflets/drugsymptom.pdf>

In accordance with the Scottish Government guidelines and Angus Council People Directorate policy and practice, and in common with all Angus schools, this school has in place procedures for dealing safely and effectively with drug-related incidents.

Parents of all pupils involved will be informed whenever an incident occurs which involves possessing, using or selling illegal or controlled drugs, alcohol or volatile substances

- In or around the school premises
- during school lunchtime or after-hours activities, including visits and excursions
- on vehicles contracted by Angus council for transporting school pupils to and from school or school activities.

Parents should note that it is Angus Council policy for Tayside Police to be involved in all instances where the drug(s) in question are illegal or controlled substances not prescribed to the possessor.

Further information can be obtained by contacting the Head Teacher.

## **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.

If a parent 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 and learners in learning. Evidence of progress can be gathered by learners themselves, and by fellow pupils (peers), parents, 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 will work together to develop planning for next steps in learning
- Profiles - a statement of achievements both within and out with school, was introduced at P7 in 2011/12.

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

## **REPORTING**

Reporting informs parents of progress. This will be through a range of approaches including meetings at parents' evenings, in pupil's Learning Journals which are sent home regularly throughout the year as well as an end of year report.

Key phrases that will be used in reports are:

- Developing - where the learner is working to acquire skills or knowledge

- Consolidating - where the learner is building competence and confidence in using the skills or knowledge
- Secure - where the learner is able to apply the skills or knowledge confidently in more complex or new situations

The end of year written report will describe your child's strengths and areas for development, their progress in achievement across the eight curriculum areas, their progress in achievement within the curriculum levels (early, first or second, in terms of developing, consolidating and secure as described above), their achievement in different contexts and settings, their next steps in learning and how parents can help.

Additional to a report in P7 your child will create a 'profile' which is a statement which publicly recognizes your child's best achievements in school, at home and in the community. Please spend time looking over and discussing the profile with your child.

## TRANSITIONS

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

### Starting Pre-School

Once your child has been allocated a place in the pre-school 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 pre-school class with your support as necessary until they have fully settled.

### Starting Primary One

Children in Scotland must start school in the August term after their fifth birthday. This generally means that children start school when they are aged between four-and-a-half and five-and-a-half.



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

### Moving from Stage to Stage

As we are a small school, there is a high probability that your child will remain in the same classroom for two or three years and may have the same teacher for more than one session. We see this as a positive situation as pupils build good relationships with their teacher and teachers gain a very thorough understanding of the pupils' needs and strengths. When moves between classes are required, 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.

### Split Composite Classes

The maximum number of pupils in a composite class is 25. Depending upon the numbers of pupils we have at each stage, it may be necessary some years to split a stage between two composite classes i.e. P1/2/3 and P3/4/5.

### Moving Between Schools

When a child moves to a new school their class teacher will telephone the new school to share information on academic achievement and personal likes/dislikes with their new teacher. Parents are encouraged to organize 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 SECONDARY SCHOOL**

Our school maintains close links with Monifieth High School and other Primary Schools within the area. Our teachers and our pupils visit other schools and establishments and other teachers and pupils visit us. This process is necessary for the professional development of staff, reciprocal understanding and the establishment of curricular consistency.

## **TRANSFER TO SECONDARY SCHOOL**

Pupils normally transfer to Secondary School in August following completion of their P7 year. You will be contacted by letter and offered a place at the secondary school serving your home address which you may either accept or decline.

Secondary schools have their own arrangements for meetings with prospective parents, and you will be given details of these meetings.

For several years P7 pupils from Mattocks have joined with P7s from Murroes and Auchterhouse in a residential excursion to Glenshee Compass Christian Centre. This allows them to form friendships with pupils they will meet again in first year at High School.

Secondary staff including a specialist Transition Teacher will visit P7 pupils to discuss aspects of their transfer with them throughout the year, and in June the children will spend a block of time at their chosen secondary school.

Parents who wish to transfer their children to a secondary school other than that proposed by the Education Authority must submit a written placement request by mid March.

Placing Request forms are available from the Head Teacher or the People Directorate, Angus House, Orchardbank Business Park, Forfar DD8 1AE, Tel: 08452 777 778.

## **SUPPORT FOR PUPILS**

Local, direct support is usually the best way to meet pupils' needs, and all Angus schools support pupils who have additional support needs (ASN). If parents or carers have any questions about their child's progress or well-being at school, they should discuss these first with the class teacher or Head Teacher.

## **IDENTIFYING AND ADDRESSING ADDITIONAL SUPPORT NEEDS**

In Angus, the Getting It Right 'Multi-Agency Staged Intervention' process is used to identify and meet pupils' needs and to manage and review provision.

**Getting It Right For Every Child (GIRFEC) home page:**

<http://www.angus.gov.uk/girfec/default.html>

**GIRFEC: Practice Tools/Resources Page: (contains links to the Staged Intervention documentation)**

<http://www.angus.gov.uk/girfec/practice-tools-resources.html>

**Supporting Learners in Angus - A Parents' Guide**

<http://www.angus.gov.uk/atoz/pdfs/sflparentsguide.pdf>

**Support for Visually Impaired Pupils**

<http://www.angus.gov.uk/atoz/pdfs/ednleaflets/supportvis.pdf>

**Support for Bilingual Pupils**

<http://www.angus.gov.uk/atoz/pdfs/ednleaflets/supportbilingual.pdf>

**Support for Children with Additional Support Needs**

<http://www.angus.gov.uk/atoz/pdfs/ednleaflets/support0to3.pdf>

**Support for Deaf Pupils**

<http://www.angus.gov.uk/atoz/pdfs/ednleaflets/supporthi.pdf>

**Educational Psychology Service - Information for Parents**

<http://www.angus.gov.uk/atoz/pdfs/infoforparents.pdf>

**Additional Support for Learning (Scotland) 2009 Act**

<http://www.angus.gov.uk/girfec/final%20ASL%20Act%20summary%20-%2001.02.11.pdf>

**Angus Five Stage Intervention Process Flowchart**

<http://www.angus.gov.uk/girfec/staged%20intervention%20-%2007.09.11.pdf>

## **STAGED INTERVENTION**

### ***Stage 1 - All Pupils***

Stage 1 describes the everyday business of our schools. Pupils and parents are involved as a matter of course. Assessment of pupil progress and support needs is part of daily classroom processes. Additional or alternative teacher-based approaches meet identified need.

### ***Stage 2***

Assessment and review is still school-based but may involve 'networking' within the universal services of Education and Health. For example Educational Psychology Service and School and Family Support Service within Education or Community Child Health and Speech and Language Therapy within Health. An Individualised Education Programme (IEP) is in place to manage and review both needs and support provided.

### ***Individualised Educational Programmes***

An Individualised Educational Programme (IEP) is an education planning document managed by schools setting out long and short term educational targets. Parents, and where appropriate, pupils, are involved in review each term.

### ***Stage 3***

Where a pupil is experiencing significant delay, disruption or distress in their learning, social development or personal circumstances, a Stage 3 Child's Planning Meeting is held. The meeting may consider the need for a Coordinated Support Plan.

### ***Co-ordinated Support Plans (CSPs)***

A Co-ordinated Support Plan is an educational planning tool which plans long term and strategically for a year at a time. A CSP is established by the education authority in cases where education staff are working together with colleagues from another agency to provide significant levels of support to a pupil and co-ordination is required.

### ***Stage 4***

Decision-making and resource allocation by the Angus Council Resource Management Team may lead to significant additional resources or alternative packages of care/education through extended support for pupils.

### ***Stage 5***

Senior Education and Social Work and Health Managers take decisions on an individual case basis. Exceptional resources may be necessary, such as education or care provision outwith Angus.

## **MORE INFORMATION ABOUT ADDITIONAL SUPPORT NEEDS**

Pupils who have more significant identified needs, and need more support than can be provided in their local primary school, can be supported in the area 'Specifically Resourced School', a school which has additional staffing and resources. At least one primary in every Angus burgh is additionally resourced, and all Angus secondary schools are specifically resourced schools. There is no special school in Angus, and so some Angus specifically resourced schools also have additional levels of staffing, expertise or resources to allow them to meet very significant or profound needs.

The Education Authority values partnership working with parents 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, after the first step of discussing it with your child's Class teacher or Head teacher, you would find it helpful to discuss a problem informally with someone other than school staff, please contact the People Directorate on 01307 476339.

Parents and young people also 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 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 the Angus Council People Directorate, Angus House, Orchardbank Business Park, Forfar DD8 1AE ([People@angus.gov.uk](mailto:People@angus.gov.uk)) 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 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 education authority and parents or young people. A local independent mediation service can be accessed through contacting Moira Bisset, Parent to Parent, Ryehill Health Centre, St. Peter Street, Dundee DD1 4JH (01382 455200 [moira.bisset@parent-to-parent.org](mailto:moira.bisset@parent-to-parent.org)).

- ♦ **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 from 0131 667 6333 or [enquire@sclc.org.uk](mailto:enquire@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 in writing or electronically to the People Directorate, Angus House, Forfar DD8 1AE [People@angus.gov.uk](mailto:People@angus.gov.uk).

- ♦ **Refer to the Additional Support Needs Tribunal Scotland (ANSTS)**

Parents and young people can appeal to the ANSTS 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 and young people about grounds for a referral. Contact Barnardo's, 235 Corstorphine Rd, Edinburgh EH12 7AR (0131 3349893) <http://www.barnardos.org.uk/scotland.htm>.



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

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

The Angus 'Support for Learners' Policy (currently under review) provides more detailed information on all of these topics. For any queries related to Additional Support Needs, please contact the People Directorate on 01307 476339.

## **ON-GOING SUPPORT ARRANGEMENTS FOR PUPILS**

Providing personal support for learners 3-18 is the responsibility of all staff. In the pre-school and primary setting the Early Years Practitioner or Class teacher are the key adult who knows every child or young person in their care well, taking an avid interest in their welfare and progress.

If a parent wishes to contact the key adult who has an overall picture of how a pupil is progressing please contact the school office in all cases and arrange an appointment.

## SCHOOL IMPROVEMENT

### MAIN ACHIEVEMENTS

*Our Standards and Quality Report for 2012-13 is available on our school website: [www.mattocks@angus.sch.uk](http://www.mattocks@angus.sch.uk)*

Some recent achievements which we are extremely proud of are:

- We competed in the Fun-in-Athletics festival
- Our choir sang in a concert to support a local charity
- Our P7s took part in an activity based residential trip to Glenshee
- We collected items for the Blytheswood Shoe Box Appeal and sent over 25 boxes of aid to Eastern Europe.
- We supported the efforts to help the victims of the Typhoon in the Philippines by having a 'Dress as You P's' Day
- We were very pro-active in a local anti-dog fouling campaign
- We now offer 8 extra-curricular clubs with more being planned
- Our Parent Council organised a great Halloween Party for us



### IMPROVING STANDARDS

All pupils experience good quality learning activities which are well planned to support and challenge them. Staff implement co-operative and active learning strategies in the classroom and pupils' work is attractively displayed and their achievements are regularly celebrated. Early years staff have worked together to develop active learning / play contexts in pre-school and P1/2 which also enhance transition.

Additional support, if required, is detailed in Individual Education Programmes (IEPs) which are shared with parents and pupils. We have delivered a range of Professional Development activities which have led to improved outcomes for learners. Parents/ carers receive informative reports and termly home-school books provide examples of current work. The school welcomes parental involvement at all levels and has a strong, supportive Parent Council

## SCHOOL IMPROVEMENT PLAN

In consultation with staff, pupils and parents the main priorities for developments to improve the life and work of Mattocks have been identified and are summarised below:

We intend to:

- increase the range of extra-curricular activities we offer to pupils
- introduce a restorative approach to enhance our positive behaviour policy
- review and improve our homework policy and procedures with input from pupils and parents
- provide clear and informative advice for parents on a range of issues by holding information events and producing appropriate literature
- develop a clear, focused progression of skills programme in literacy and mental maths
- improve our attainment in literacy and numeracy by ensuring our pupils needs are identified and planned for effectively
- extend the opportunities for pupil leadership by introducing House Captains and a Pupil Learning Forum
- continue our endeavours to improve the school's outdoor learning facilities
- revisit with staff some basic principles of effective learning and teaching and formative assessment strategies
- ensure effective tracking of pupil achievement by using the 'On Track with Learning' planning tool

A summary of Mattocks' School Improvement Plan for 2013-14 is available on our school website

We will continue to seek feedback and support from parents to implement and evaluate the impact of this work. Your opinions are valued and will help ensure that we continue to work towards creating a happy and successful school.

## SCHOOL POLICIES AND PRACTICAL INFORMATION

### SPECIAL DIETARY REQUIREMENTS

School lunches can be provided for children requiring medically prescribed diets. These are diets required to treat a specific condition e.g. a gluten free diet for coeliac disease, a milk free diet for milk intolerance. To organise a diet for your child you need to ask your GP or Dietician to write to: **Fiona Dawson, Monitoring Officer, People Directorate (Physical Resources), Angus House, Orchardbank Business Park, Forfar, DD8 1AE**. Please include details of your child's name, address, date of birth, the school they attend and the type of diet they are on.

### SNACK PROVISION (PRE-SCHOOL ONLY)

There are no charges for the 5 session of pre-school education provided each week for eligible children. To cover snack provision, a small charge is levied each week. In line with the Scottish Government Guidance, this amount will be for the purpose specified and not used as a means of raising funds for wider purposes.



Children participate in the preparation of a daily healthy snack. Sometimes they taste different foods when celebrating different festivals and special occasions throughout the year. They will have the opportunity to try some cooking and baking activities as well.

Parents can request a special diet for their children if there are medical, cultural or religious reasons for doing so.

### SCHOOL MEALS

It is the Authority's policy to provide meals and facilities for the consumption of packed lunches in all schools where these are required.

At Mattocks we encourage healthy eating.

School lunches are provided by Tayside Contracts and school menus meet the Nutrient Standards set for school lunches. An interactive copy of the menu, as well

as other useful information, can be found on the Tayside Contracts site at <http://www.tayside-contracts.co.uk/school-catering.cfm>. School lunches are planned so that children can choose a well balanced meal, which includes a good selection of bread, vegetables, fresh fruit, milk and fruit juice being available daily.

However, some pupils prefer a packed lunch. We think 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 a 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 young people 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.



**Applying for Free school meals - see link below**

[http://www.angus.gov.uk/services/view\\_service\\_detail.cfm?serviceid=1059](http://www.angus.gov.uk/services/view_service_detail.cfm?serviceid=1059)

Free school meals are available to all pupils whose parents or carers receive:

- Income Support
- Income-based Job Seeker's Allowance
- Income-related Employment Support Allowance
- Child Tax Credit, but not Working Tax Credit, and where their income is less than £15,910 (in 2013/14 as assessed by the Inland Revenue)

- Parents or carers who are receipt of both Child Tax Credit and Working Tax Credit with an income below the threshold for receipt of maximum Working Tax Credit, currently set by the UK Government at £6,420
- Support provided under Part VI of the Immigration and Asylum Act 1999.

Entitlement to Free School Meals is assessed as part of the application process for [Housing Benefit/Council Tax Benefit](#) and you should complete an application form which is available at your [local benefit enquiry office](#) or by telephoning 01382 536500 or FREEPHONE 0800 252056 (mobiles may be charged).

However, if you are not eligible for these benefits a separate application process exists and you should still contact any of the telephone numbers above for details.

## HEALTH CARE

You can contact your school health staff at: -

Name	Base Address	Telephone	Email	School Allocation
<u>East zone</u> School nurses- see list below	Whitfield Clinic 123 Whitfield Drive Dundee	Tel: 01382 501189 Fax: 01382 513107		<b>Monifieth High</b> Seaview PS Grange PS Mattocks PS Murroes PS Tealing PS Birkhill PS
Sarah Fortune		01382 513103	sarahfortune@nhs.net	Liff PS
Michelle Hogg		01382 511103	michellehogg@nhs.net	Auchterhouse PS Strathmartine PS
Laura Wilde (for Looked After Children)		01382 647773		

## 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 are requested to ask for GP prescriptions which can be administered outwith the school day, ie 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 eg 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 (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, so please do not send your child to school with medicine, even with a note. You are required to come in personally to complete the necessary form before we can administer medication to your child.

**TRANSPORT** - see link below

[http://www.angus.gov.uk/services/view\\_service\\_detail.cfm?serviceid=1120](http://www.angus.gov.uk/services/view_service_detail.cfm?serviceid=1120)

The Authority will provide transport for primary school pupils living over two miles and secondary school pupils living over three miles from their delineated area schools. In these cases, bus passes are issued to pupils where suitable public transport exists, and contract transport is arranged where there is no suitable public transport. Vacant seats on non-registered vehicles may be allocated to pupils on a concessionary basis. Concessionary seats must be re-applied for on an annual basis prior to the end of the school year in June.

Where a parent who resides less than two miles from the delineated area primary school considers that on grounds of safety the journey to school is unreasonable for his/her child to undertake when accompanied by a responsible adult, he/she may apply to the People Directorate for consideration to be given to the provision of transport. This applies only where no suitable public transport is available.

Application forms are available from the school office or you may apply on-line on the Council website at [angus.gov.uk](http://angus.gov.uk).

The Education Authority may also consider requests for transport involving exceptional circumstances.

The Authority may provide free transport where necessary for pupils who attend a Specifically Resourced School proposed by the Authority. In certain cases, pupils may be encouraged to make their own way to school by public transport, and where this is authorised, bus passes are issued. Where a pupil's address falls in the delineated area of a resourced school, and is within reasonable walking distance, the Authority will take advice from the Community Child Health Service before deciding if free transport should be provided.

## INSURANCE

The Authority insures against its legal liability for:-

- a) personal injury and
- b) 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 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

<http://www.angus.gov.uk/musicservices/>

Angus Council aims to provide a quality music service which will raise attainment and enable pupils to achieve their full musical potential by:

- providing quality tuition
- enriching the cultural and musical life of schools through ensembles, bands and orchestras and choirs
- ensuring equal opportunity to access to as many pupils as time and resources allow
- fostering life-long skills which can serve the wider community
- instrumental instructors actively promoting music for as many youngsters in Angus as possible

## 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.

**CHILD PROTECTION** - see link below

<http://www.angus.gov.uk/atoz/pdfs/ednleaflets/childprotection.pdf>

<http://www.angus.gov.uk/ac/documents/ChildProtectionGuidelinesandProcedures.pdf>



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 who may become involved if abuse is suspected

**TRANSFERRING EDUCATIONAL DATA ABOUT PUPILS** - see link below

[http://www.angus.gov.uk/services/View\\_Service\\_Detail.cfm?serviceid=1464](http://www.angus.gov.uk/services/View_Service_Detail.cfm?serviceid=1464)

**EMERGENCY CLOSURES - Summary leaflet for parents** - see links below

<http://www.angus.gov.uk/atoz/pdfs/parents.pdf>

[http://www.angus.gov.uk/services/View\\_Service\\_Detail.cfm?serviceid=1252](http://www.angus.gov.uk/services/View_Service_Detail.cfm?serviceid=1252)

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 the [www.angus.gov.uk](http://www.angus.gov.uk) website. During office hours the Council's ACCESSLine 08452 777 778 (low call rate) will provide this information as will the Tay Connect Information System (0844 855 1724, Selection One) and possibly via Radio Tay. Updates will also be available via Twitter @anguscouncil and Facebook ([facebook.com/angus council](https://www.facebook.com/anguscouncil)) which will provide 'real time' information during severe weather.

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 regarding such things as changes in employer, telephone number, new emergency contact etc. Where possible a text messaging system alerting parents to arrangements will be used when mobile phone numbers have been submitted.

In whole school emergency situations, updated information will be left on the school's telephone answering machine (where applicable) or the use of text messaging may be utilised.

## ANGUS COUNCIL PEOPLE DIRECTORATE

<b>School Terms and Holidays 2013/2014</b> (amended January 2013)					Pupil School Days
<b>AUTUMN TERM</b>	<b>START</b>	<u>Monday</u>	<u>12 August 2013</u>	<i>STAFF ONLY</i> (In-Service Closure Day 1 – all schools)	<b>39</b>
		<b>TUESDAY</b>	<b>13 AUGUST 2013</b>		
	<b>END</b>			<b>Full time commencement of P1 pupils 9 September 2013</b> <b>FRIDAY</b>	
<b>AUTUMN HOLIDAY</b>		<b>Saturday</b>	<b>5 October 2013 to</b>		
		<b>Sunday</b>	<b>20 October 2013</b>		
<b>WINTER TERM</b>	<b>START</b>	<b>MONDAY</b>	<b>21 OCTOBER 2013</b>		<b>42</b>
		<u>Thursday</u>	<u>28 November 2013</u>	(In-Service Closure Day 2 – all schools)	
		<u>Friday</u>	<u>29 November 2013</u>	(In-Service Closure Day 3 – all schools)	
	<b>Monday</b>	<b>2 December 2013</b>	<b>(St Andrew's Day Holiday)</b>		
<b>END</b>		<b>FRIDAY</b>	<b>20 DECEMBER 2013</b>		
<b>CHRISTMAS HOLIDAY</b>		<b>Saturday</b>	<b>21 December 2013 to</b>		
		<b>Sunday</b>	<b>5 January 2014</b>		
<b>SPRING TERM</b>	<b>START</b>	<b>MONDAY</b>	<b>6 JANUARY 2014</b>		<b>62</b>
		<u>Thursday</u>	<u>13 February 2014</u>	<b>Forfar/Kirriemuir/Brechin/Montrose Schools only (In-Service Closure Day 4)</b>	
		<b>Friday</b>	<b>14 February 2014</b>	<b>ALL SCHOOLS (Mid-Term Holidays)</b>	
		<b>Monday</b>	<b>17 February 2014</b>		
	<u>Tuesday</u>	<u>18 February 2014</u>	<b>Monifieth/Carnoustie/Arbroath Schools only (In-Service Closure Day 4)</b>		
<b>END</b>		<b>FRIDAY</b>	<b>4 APRIL 2014</b>		
<b>SPRING HOLIDAY</b>		<b>Saturday</b>	<b>5 April 2014 to</b>		
		<b>Monday</b>	<b>21 April 2014</b>		
			(includes Easter Monday – 21 April)		
<b>SUMMER TERM</b>	<b>START</b>	<b>TUESDAY</b>	<b>22 APRIL 2014</b>		<b>47</b>
		<b>Monday</b>	<b>5 May 2014</b>	<b>(May Holiday – all schools)</b>	
		<u>Monday</u>	<u>26 May 2014</u>	(In-Service Closure Day 5 – all schools)	
	<b>END</b>		<b>FRIDAY</b>	<b>27 JUNE 2014</b>	
<b>TOTAL</b>					<b>190</b>
<b>2014/2015</b>					
<b>AUTUMN TERM</b>	<b>START</b>	<u>Monday</u>	<u>11 August 2014</u>	<i>STAFF ONLY</i> (In-Service Closure Day 1 – all schools)	<b>39</b>
		<b>TUESDAY</b>	<b>12 AUGUST 2014</b>		
	<b>END</b>			<b>Full time commencement of P1 pupils 8 September 2014</b> <b>FRIDAY</b>	
<b>AUTUMN HOLIDAY</b>		<b>Saturday</b>	<b>4 October 2014</b>		
		<b>Sunday</b>	<b>19 October 2014</b>		

## ANGUS COUNCIL PEOPLE DIRECTORATE

<b>School Terms and Holidays 2014/2015</b>				Pupil School Days
<b>AUTUMN TERM</b>	<b>START</b>	<u>Monday</u> <u>11 August 2014</u>	<i>STAFF ONLY</i> (In-Service Closure Day 1 – all schools)	<b>39</b>
		<b>TUESDAY</b> <b>12 AUGUST 2014</b>		
	<b>END</b>	<b>Full time commencement of P1 pupils 8 September 2014</b>		
		<b>FRIDAY</b> <b>3 OCTOBER 2014</b>		
<b>AUTUMN HOLIDAY</b>		<b>Saturday</b> <b>4 October 2014 to</b> <b>Sunday</b> <b>19 October 2014</b>		
<b>WINTER TERM</b>	<b>START</b>	<b>MONDAY</b> <b>20 OCTOBER 2014</b>		<b>44</b>
		<u>Thursday</u> <u>27 November 2014</u>	(In-Service Closure Day 2 – all schools)	
		<u>Friday</u> <u>28 November 2014</u>	(In-Service Closure Day 3 – all schools)	
		<b>Monday</b> <b>1 December 2014</b>	<b>(St Andrew's Day Holiday)</b>	
	<b>END</b>	<b>TUESDAY</b> <b>23 DECEMBER 2014</b>		
<b>CHRISTMAS HOLIDAY</b>		<b>Wednesday</b> <b>24 December 2014 to</b> <b>Tuesday</b> <b>6 January 2015</b>		
<b>SPRING TERM</b>	<b>START</b>	<b>WEDNESDAY</b> <b>7 JANUARY 2015</b>		<b>60</b>
		<u>Thursday</u> <u>12 February 2015</u>	<b>Forfar/Kirriemuir/Brechin/Montrose</b> <b>Schools only (In-Service Closure Day 4)</b>	
		<b>Friday</b> <b>13 February 2015</b>	<b>ALL SCHOOLS</b>	
		<b>Monday</b> <b>16 February 2015</b>	<b>(Mid-Term Holidays)</b>	
		<u>Tuesday</u> <u>17 February 2015</u>	<b>Monifieth/Carnoustie/Arbroath Schools</b> <b>only (In-Service Closure Day 4)</b>	
	<b>END</b>	<b>FRIDAY</b> <b>3 APRIL 2015</b>		
<b>SPRING HOLIDAY</b>		<b>Saturday</b> <b>4 April 2015 to</b> <b>Sunday</b> <b>19 April 2015</b>		
		(includes Easter Monday – 6 April)		
<b>SUMMER TERM</b>	<b>START</b>	<b>MONDAY</b> <b>20 APRIL 2015</b>		<b>47</b>
		<b>Monday</b> <b>4 May 2015</b>	<b>(May Holiday – all schools)</b>	
		<u>Monday</u> <u>25 May 2015</u>	(In-Service Closure Day 5 – all schools)	
	<b>END</b>	<b>THURSDAY</b> <b>25 JUNE 2015</b>		
<b>TOTAL</b>				<b>190</b>
<b>2015 / 2016</b>				
<b>AUTUMN TERM</b>	<b>START</b>	<u>Monday</u> <u>17 August 2015</u>	<i>STAFF ONLY</i> (In-Service Closure Day 1 – all schools)	<b>34</b>
		<b>TUESDAY</b> <b>18 AUGUST 2015</b>		
	<b>END</b>	<b>Full time commencement of P1 pupils 7 September 2015</b>		
		<b>FRIDAY</b> <b>2 OCTOBER 2015</b>		
<b>AUTUMN HOLIDAY</b>		<b>Saturday</b> <b>3 October 2015 to</b> <b>Sunday</b> <b>18 October 2015</b>		

## ANGUS COUNCIL PEOPLE DIRECTORATE

<b>School Terms and Holidays 2015/2016</b>				Pupil School Days
<b>AUTUMN TERM</b>	<b>START</b>	Monday <u>17 August 2015</u>	<i>STAFF ONLY</i> (In-Service Closure Day 1 – all schools)	<b>34</b>
	<b>END</b>	TUESDAY <b>18 AUGUST 2015</b>	<b>Full time commencement of P1 pupils 7 September 2015</b>	
<b>AUTUMN HOLIDAY</b>		Saturday Sunday	<b>3 October 2015 to 18 October 2015</b>	
<b>WINTER TERM</b>	<b>START</b>	MONDAY <b>19 OCTOBER 2015</b>		<b>44</b>
	<b>END</b>	Thursday <u>26 November 2015</u> Friday <u>27 November 2015</u> Monday <b>30 November 2015</b>	(In-Service Closure Day 2 – all schools) (In-Service Closure Day 3 – all schools) <b>(St Andrew's Day Holiday)</b>	
<b>CHRISTMAS HOLIDAY</b>		Wednesday Wednesday	<b>23 December 2015 to 6 January 2016</b>	
<b>SPRING TERM</b>	<b>START</b>	THURSDAY <b>7 JANUARY 2016</b>		<b>54</b>
	<b>END</b>	Thursday <u>11 February 2016</u>  Friday <b>12 February 2016</b> Monday <b>15 February 2016</b>  Tuesday <u>16 February 2016</u>  FRIDAY <b>25 MARCH 2016</b>	<b>Forfar/Kirriemuir/Brechin/Montrose Schools only (In-Service Closure Day 4)</b>  <b>ALL SCHOOLS (Mid-Term Holidays)</b>  <b>Monifieth/Carnoustie/Arbroath Schools only (In-Service Closure Day 4)</b>	
<b>SPRING HOLIDAY</b>		Saturday Sunday	<b>26 March 2016 to 10 April 2016</b>  (includes Easter Monday – 28 March)	
<b>SUMMER TERM</b>	<b>START</b>	MONDAY <b>11 APRIL 2016</b>		<b>58</b>
	<b>END</b>	Monday <b>2 May 2016</b>  Monday <u>30 May 2016</u>  FRIDAY <b>1 JULY 2016</b>	<b>(May Holiday – all schools)</b>  (In-Service Closure Day 5 – all schools)	
<b>TOTAL</b>				<b>190</b>
<b>2016 / 2017</b>				
<b>AUTUMN TERM</b>	<b>START</b>	Monday <u>15 August 2016</u>	<i>STAFF ONLY</i> (In-Service Closure Day 1 – all schools)	<b>34</b>
	<b>END</b>	TUESDAY <b>16 AUGUST 2016</b>	<b>Full time commencement of P1 pupils 5 September 2016</b>	
<b>AUTUMN HOLIDAY</b>		Saturday Sunday	<b>1 October 2016 to 16 October 2016</b>	

## ANGUS COUNCIL PEOPLE DIRECTORATE

<b>School Terms and Holidays 2016/2017</b>				Pupil School Days
<b>AUTUMN TERM</b>	<b>START</b>	<u>Monday</u> <u>15 August 2016</u>	<i>STAFF ONLY</i> (In-Service Closure Day 1 – all schools)	<b>34</b>
	<b>END</b>	<b>TUESDAY</b> <b>16 AUGUST 2016</b> <b>FRIDAY</b> <b>30 SEPTEMBER 2016</b>	Full time commencement of P1 pupils 5 September 2016	
<b>AUTUMN HOLIDAY</b>		<b>Saturday</b> <b>1 October 2016 to</b> <b>Sunday</b> <b>16 October 2016</b>		
<b>WINTER TERM</b>	<b>START</b>	<b>MONDAY</b> <b>17 OCTOBER 2016</b>		<b>45</b>
	<b>END</b>	<u>Monday</u> <u>28 November 2016</u> <u>Tuesday</u> <u>29 November 2016</u> <b>Wednesday</b> <b>30 November 2016</b>	(In-Service Closure Day 2 – all schools) (In-Service Closure Day 3 – all schools) (St Andrew's Day Holiday)	
<b>CHRISTMAS HOLIDAY</b>		<b>Thursday</b> <b>22 December 2016 to</b> <b>Wednesday</b> <b>4 January 2017</b>		
<b>SPRING TERM</b>	<b>START</b>	<b>THURSDAY</b> <b>5 JANUARY 2017</b>		<b>59</b>
	<b>END</b>	<u>Thursday</u> <u>9 February 2017</u> <b>Friday</b> <b>10 February 2017</b> <b>Monday</b> <b>13 February 2017</b> <u>Tuesday</u> <u>14 February 2017</u> <b>FRIDAY</b> <b>31 MARCH 2017</b>	<b>Forfar/Kirriemuir/Brechin/Montrose Schools only (In-Service Closure Day 4)</b> <b>ALL SCHOOLS (Mid-Term Holidays)</b> <b>Monifieth/Carnoustie/Arbroath Schools only (In-Service Closure Day 4)</b>	
<b>SPRING HOLIDAY</b>		<b>Saturday</b> <b>1 April 2017 to</b> <b>Monday</b> <b>17 April 2017</b>  (includes Easter Monday – 17 April)		
<b>SUMMER TERM</b>	<b>START</b>	<b>TUESDAY</b> <b>18 APRIL 2017</b>		<b>52</b>
	<b>END</b>	<u>Monday</u> <u>1 May 2017</u> <u>Monday</u> <u>29 May 2017</u> <b>FRIDAY</b> <b>30 JUNE 2017</b>	(May Holiday – all schools) (In-Service Closure Day 5 – all schools)	
			<b>TOTAL</b>	<b>190</b>
<b>SUMMER HOLIDAY</b>		<b>Saturday</b> <b>1 July 2017 to</b> <b>Monday</b> <b>14 August 2017</b>		

## USEFUL LINKS - CONTACT DETAILS

Education Scotland's Communication Toolkit for engaging with parents -

<http://www.educationscotland.gov.uk/learningteachingandassessment/partnerships/engagingparents/toolkit/index.asp>

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>

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 about school attendance explains parental responsibilities with regard to children's attendance at school -

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

## 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 and Parent Councils -

<http://www.educationscotland.gov.uk/parentzone/index.asp>

## SCHOOL ETHOS

Supporting Learners - guidance on the identification, planning and provision of support - <http://www.educationscotland.gov.uk/supportinglearners/>

Journey to Excellence - provides guidance and advice about culture and ethos -

<http://www.journeytoexcellence.org.uk/cultureandethos/index.asp>

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 how the curriculum is structured and curriculum planning -

<http://www.educationscotland.gov.uk/thecurriculum/>

Information about the outcomes a learner can expect to experience and achieve across literacy, numeracy and health and wellbeing, as well as the 8 curricular areas -

<http://www.educationscotland.gov.uk/thecurriculum/howisthecurriculumorganised/experiencesandoutcomes/index.asp>

Advice, practice and resources to support the experiences and outcomes on literary, numeracy and health and wellbeing -

<http://www.educationscotland.gov.uk/learningteachingandassessment/learningacrossthecurriculum/responsibilityofall/index.asp>

Broad General Education in the Secondary School - A Guide for Parents and Carers -

[http://www.educationscotland.gov.uk/resources/b/genericresource\\_tcm4725663.asp?strReferringChannel=parentzone&strReferringPageID=tcm:4-634353-64](http://www.educationscotland.gov.uk/resources/b/genericresource_tcm4725663.asp?strReferringChannel=parentzone&strReferringPageID=tcm:4-634353-64)

Information on the Senior Phase -

<http://www.educationscotland.gov.uk/thecurriculum/whatcanlearnersexpect/seniorphase.asp>

Information on Skills for learning, life and work -

<http://www.educationscotland.gov.uk/thecurriculum/whatcanlearnersexpect/skillsforlearning.asp>

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

<http://www.skillsdevelopmentscotland.co.uk/our-services/services-for-individuals/opportunities-for-all.aspx>

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

<http://www.skillsdevelopmentscotland.co.uk/our-story/key-publications/career-management-skills-framework.aspx>

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

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

## **ASSESSMENT AND REPORTING**

Building the Curriculum 5: a framework for assessment provides guidance around the assessment framework -

[http://www.educationscotland.gov.uk/Images/BtC5Framework\\_tcm4-653230.pdf](http://www.educationscotland.gov.uk/Images/BtC5Framework_tcm4-653230.pdf)

Information about Curriculum for Excellence levels and how progress is assessed -

<http://www.educationscotland.gov.uk/thecurriculum/howisprogressassessed/stages/index.asp>

Curriculum for Excellence factfile - Assessment and qualifications -

[http://www.educationscotland.gov.uk/publications/c/publication\\_tcm4624968.asp](http://www.educationscotland.gov.uk/publications/c/publication_tcm4624968.asp)

Information on recognising achievement, reporting and profiling -

<http://www.educationscotland.gov.uk/learningteachingandassessment/assessment/achievement/index.asp>

## **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.educationscotland.gov.uk/publications/c/publication\\_tcm4660285.asp](http://www.educationscotland.gov.uk/publications/c/publication_tcm4660285.asp)

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 -

<http://www.educationscotland.gov.uk/supportinglearners/choicesandchanges/index.asp>

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>

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>



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/>

## **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>

Information about the universal entitlement to support that underpins Curriculum for Excellence -

<http://www.educationscotland.gov.uk/supportinglearners/whatisupport/universalsupport/roleofkeyadult.asp>

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**

Scottish Schools Online - provides a range of school information, including contact details, school roll, facilities, website, inspection reports -

<http://www.educationscotland.gov.uk/scottishschoolsonline/>

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

<http://www.educationscotland.gov.uk/inspectionandreview/index.asp>

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, 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**

**Schools and local authorities should consider the most relevant school, local and national policies and include details or links for parents to sources of further information.**

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

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

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

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

Children (Scotland) Act 1995 -

<http://www.legislation.gov.uk/ukpga/1995/36/contents>

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

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

