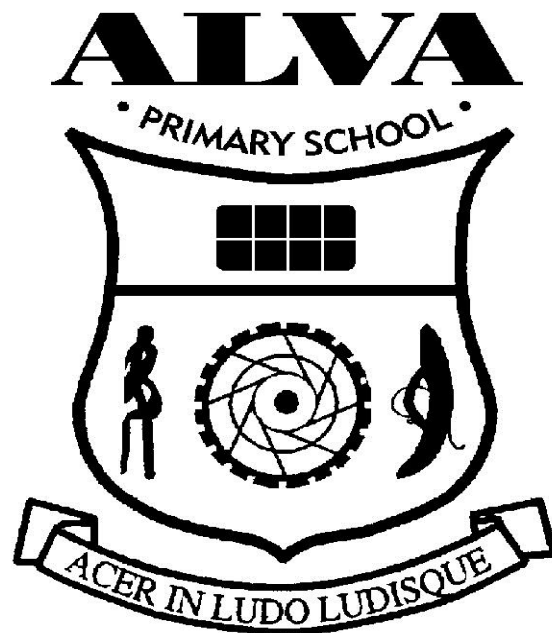


ALVA PRIMARY
SCHOOL HANDBOOK



2019 - 2020

Contents

Foreword from the Director of Children's Services

Welcome from the Headteacher

1. Practical Information about the School

- School Contact Details
- Communicating with the School
- School Policies

2. Parental Involvement in the School

- School Ethos

3. School Curriculum

- Assessment and Reporting your Child's Progress

4. Support for Pupils

- Transitions – Moving to a New School or Leaving School

5. School Improvement

Directors Foreword

Clackmannanshire Council Education Service

The Education Service provides a wide range of services for children, young people, families and communities and is committed to lifelong learning, giving children the best possible start in life as they progress from nursery to school and beyond.

Our mission is to educate, protect, support and promote the achievements, health and wellbeing of every child and young person. Much of our work is undertaken in partnership with other services, agencies, communities, children, young people and their families. Improvement will be supported by collaboration across educational establishments, services and with other regional partners.

With the full support of our Headteachers, Elected Members, Chief Executive, our corporate colleagues and partners, we are committed to achieving Excellence and Equity - raising attainment, tackling inequity and ensuring that high aspirations and positive outcomes are the expected norm for every child in Clackmannanshire.

We are committed to ensuring that the views of our children, families, communities and partners are taken into account when planning and delivering our services. Shared ownership and awareness of the education “big goals” is key.



It is clear that the needs of our children and young people are best met by working effectively with parents and carers. I believe we need to strengthen parental involvement in education and to provide flexible systems to enable parental engagement and representation.

The school your child attends is where it all happens and I encourage you to get involved in whatever way you can, be that via Twitter, Class Dojo, giving a helping hand or buying a ticket for a concert!

Read with your child every day! Ask them what they have learned that day and get them to show you!

It is our intention to ensure that our relationships are characterised by mutual trust and respect, there is transparency and equity in the use of our resources and we are all ambitious for our children and young people.

Anne M Pearson MBE

**Chief Education Officer
Clackmannanshire Council**

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ALVA PRIMARY SCHOOL

In Alva Primary School we aim to create a warm, caring atmosphere to foster good practice and high standards of achievement, attainment and behaviour.

Our staff are dedicated, hard working teachers who work co-operatively to provide the best possible education for your child.

We try very hard to create a happy positive atmosphere in school and our staff aim to build excellent relationships with their pupils and parents/carers.

Our pupils are encouraged to exhibit a high standard of personal behaviour in school and receive individual care and guidance.

This booklet is intended to give you some information about this school, and covers areas of interest or concern to parents.

I fully appreciate that this booklet will not be able to answer all of your questions however more information is available on our ever improving school website which can be found at

This school is proud of its achievements and we will be happy to show them to you.

Allison Littlejohns
Headteacher

To make our handbook easy to use I've divided the information into five different sections:-

Section One – Practical Information about the School

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

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

- Travelling to and from school
- School meals and milk
- Financial assistance with school clothing, transport and school meals
- School closures in an emergency or unexpectedly for any reason
- General supervision available for your child in the morning and at lunchtime
- Wet weather details
- How the school communicates with parents
- How to complain if you are not happy about something.

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

This section gives an overview of the policies the school has in place. If you would like to see a full copy of these policies or to discuss them in more detail, please contact me.

Most of these policies are available on the school website – <https://blogs.glowscotland.org.uk/cl/alvaprimarieschool/>

This section also includes information about our ASD Provision.

Section Two – Parental Involvement in the School

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

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

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

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

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Section Three – School Curriculum

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

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

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

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

Section Four – Support for Pupils

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

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

Section Five – School Improvement

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

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

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

Allison Littlejohns
Headteacher
Alva Primary School

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Section One – Practical Information about the School –

Contact Details

Name:	Alva Primary School
Address:	Brook Street, Alva, FK12 5HN
Telephone Number:	01259 760987
Website:	https://blogs.glowscotland.org.uk/cl/alvaprimarieschool/
Twitter:	@AlvaPS1
Email Address:	alvaprimary@edu.clacks.gov.uk

About the school

Stages of Education provided for Nursery – Primary 7

Present Roll –329 pupils including 40:40 nursery pupils, 8 flexible provision spaces and 5 eligible 2 yr. old spaces

ASD Provision - 26 pupils

Non-denominational School

Organisation of the School Day

Primary 1 pupils attend school on a full-time basis from the start of term.

Start Time: 9:00am

Morning Break: 11:00am – 11.15am

Lunch Time: 12:15pm-1:00pm

Finish Time: 3:00pm

PE is delivered by Mrs Caulfield and Mrs Hume.

Art is delivered by Mrs Peden.

Classes are informed as to their days/times.

House Meetings/Level Team Talks /Whole School Team Talks days for pupils are on Fridays.

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Agreed Term Dates for Session 2019 – 20

Event	Date
Autumn term begins (Staff only - staff development day):	Monday 19th August 2019
Autumn term begins (Pupils):	Tuesday 20th August 2019
Autumn term ends:	Friday 11th October 2019
October holiday begins:	Monday 14th October 2019
October holiday ends:	Friday 18th October 2019
Winter term begins:	Monday 21st October 2019
Staff Development Days	Thursday 28th November 2019 & Friday 29th November 2019
Winter term ends:	Friday 20th December 2019
Christmas holiday begins:	Monday 23rd December 2019
Christmas holiday ends:	Friday 3rd January 2020
Spring term begins:	Monday 6th January 2020
Staff Development Days	Monday 17th February 2020 & Tuesday 18th February 2020
Spring half-term holiday begins:	Wednesday 19th February 2020
Spring half-term holiday ends:	Friday 21st February 2020
Spring term ends:	Friday 3 April 2020
Easter holidays begin:	Monday 6th April 2020
Easter holidays end:	Friday 17th April 2020
Summer term begins:	Monday 20th April 2020
Good Friday	Friday, 10th April 2020
Easter Monday	Monday, 13th April 2020
May public holiday:	Monday 4th May 2020
Summer term ends:	Thursday 25th June 2020

Staff Development Days

- Monday, 19th August 2019
- Thursday 28th November 2019
- Friday 29th November 2019
- Monday 17th February 2020
- Tuesday 18th February 2020

For further information please contact:

Education
 Kilncraigs, Greenside Street, Alloa, FK10 1EB
 Tel: 01259 452437 / 450000
 Email: education@clacks.gov.uk

Registration and enrolment

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

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

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

Attendance and absence

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

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

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

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

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

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

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School Dress Code

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

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

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

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

The uniform consists of:

Boys: White shirt with school tie or school polo shirt
 Black pullover or school sweatshirt
 Grey or black trousers - long or short

Girls: White blouse with school tie or school polo shirt
 Bed cardigan or school sweatshirt
 Grey or black skirt/trousers
 Checked cotton dress for summer

Optional – Fleece Jacket (black) embroidered. Also available is a waterproof jacket (black) embroidered. Parents are able to purchase any of these items during the school session from Scotcrest in Alva.

The nursery uniform is a green sweatshirt and a yellow polo shirt. These can also be purchased from Scotcrest in Alva.

The appropriate clothing and footwear for PE is a T-shirt, shorts and gym shoes with non-marking soles. These are necessary for health and safety reasons and your cooperation is requested to ensure that pupils are equipped to participate in the PE lessons. We use outdoor space as often as possible for PE. Therefore, pupils should include a track suit and waterproofs as part of their PE kit.

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

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reasons, e.g. in games areas, science laboratories and technical workshops; this extends to the wearing of suitable footwear and even, on occasion, to the length of pupils' hair and the wearing of jewellery and earrings.

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

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

School Meals and Milk

Primary and Secondary Menus offer healthy and tasty meal options whilst reflecting the Scottish Government food and drink legal requirements for School Lunches. Special diets and allergies are usually accommodated subject to consultation with the parent/guardian and the regional dietician. Primary School Menus provide 3 daily choices. Meal prices are reviewed annually. Please contact the school to be advised of the current price.

Some families may be eligible to apply to Clackmannanshire Council for provision of free school meals.

All P1-3 pupils are entitled to a free school meal. In the case of P4-P7 and secondary aged pupils, some families may be eligible to apply to Clackmannanshire Council for provision of free school meals. Further details can be obtained from your child's school.

Children may remain at school for lunch at a cost of £2.00. They may also choose to bring a packed lunch.

A great many children have to be supervised by a limited number of staff during the lunch interval. We therefore expect a high standard of behaviour from all children.

School dinners are served in the Dining Room and pupils bring their money on a weekly basis, handed in on a Monday morning.

Packed Lunches are eaten in the Gym Hall.

The school operates a Breakfast Club. Breakfasts are served daily (8:30am – 8:50am) at the cost of 82p.

Pupils who do not go home at lunch are not allowed to leave the playground. During inclement weather pupils who go home for lunch should not return to school until 5 minutes before the afternoon session.

All primary schools in Clackmannanshire operate a Milk Scheme. Under the Scheme, all children who are entitled to free school meals will be given a 200ml carton of chilled, semi-skimmed milk, free of charge at morning break, unless the parent opts out of the Scheme. Other children and their parents can choose to opt-in to the Scheme. An order form is sent out at the end of each term to give parents the opportunity to place an order for milk for the forthcoming term.

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Medically Prescribed Diets

Parents/Carers with a child/ren on a medically prescribed diet should contact the Headteacher in order to discuss the prescribed diet with our school's meal service, Class Cuisine.

Free School Meals and Clothing Grants

Some families may be eligible to apply to Clackmannanshire Council for free school meals and / or a payment towards the cost of footwear and clothing.

Application Forms for Clothing Grant and Free School Meals including eligibility criteria can be downloaded from the Clackmannanshire Council website –

<http://www.clacks.gov.uk/learning/schoolclothinggrants/>
<http://www.clacks.gov.uk/learning/freeschoolmeals/>

The forms have to be completed by the parent / carer and evidence of income received may have to be provided. Please note that an application has to be made for each school year.

Travel to and from School

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

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

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

The school car park is for staff and ASD Provision taxis only.

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

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

Distance entitled children are:

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

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

Pickup points

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

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

General Supervision

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

During intervals learning assistants supervise the children. In addition the Senior Leadership Team are on call to deal with any difficulties which may arise. There is always access to the building and the children are made aware of this.

School security

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

Wet Weather Arrangements

In wet weather, pupils are allowed into school during breaks and at lunchtime. However, as supervision during these periods is limited, it is especially important that they exercise good behaviour. Children having school lunches may remain in school during wet weather but, again, supervision is limited.

Parents Meetings

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Our school offers opportunities for parents to discuss their child's progress with teachers through arranged meetings. Arrangements vary from school to school but all parents will be advised of when these meetings will take place. In addition to these set dates, parents are able to contact the school at any time to ask for information or for a meeting. Please see section two of this handbook for more details on home / school partnership.

Communication with Home

Our main method of communicating with parents/carers is via email and text messaging. Please ensure that the school has your up to date email address and mobile telephone number so that you receive all relevant communications. At times, your child may bring home paper copies of communications from the school. Parents are encouraged to check their child's schoolbag for these communications. Enquiries of any kind should be addressed to the Headteacher in the first instance.

Unexpected Closures

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

Mobile devices

Parents provide their children with mobile devices for a variety of reasons, including supporting learning and for personal safety. It is the right of parents to allow their child to have a personal mobile device in school. However, if devices are brought to school there must be a clear understanding that the individual pupil is responsible for the care and usage of their device(s). Education establishments develop their own mobile device policies in consultation with pupils, parents and staff. For more information on this topic, please contact your child's school.

Equality

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

Clackmannanshire Council has a range of policies and procedures to address equalities issues specific to education to enable us to fulfil these duties. The Service also supports the Multi Agency Hate Response Strategy and all education establishments have a responsibility to report incidents of identity-based bullying.

English as an Additional Language

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

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

Compliments, Suggestions and Complaints Procedure

Clackmannanshire Council are keen that you should be completely satisfied about your child's education and we encourage feedback on our services from parents, pupils and members of the public. We are interested in feedback of all kinds, whether it be compliments, suggestions or complaints. Compliments and suggestions can be given to schools by writing, by email, telephone or in person.

If you have a complaint about the school, please let us know. It is better that concerns are shared openly and resolved quickly, rather than being allowed to damage the relationship between home and school. We will deal with the issue confidentially and as quickly as possible. If we have made a mistake we will apologise and try to put things right. There are some things which you should take note of in relation to making a complaint:

- Parents must first consult the school regarding their complaint. Although we try to respond as quickly as possible, issues can sometimes be complex and the school may need time to investigate them.
- The Council's complaints handling procedure sets a time limit for making a complaint of six months from when the customer first knew of the problem.
- If your complaint has not been satisfactorily resolved by the school, it may be eligible for consideration at the second stage (by Kinlraigs). Complaints will not be considered by Children's Services unless they have been thoroughly considered by the headteacher.
- If you remain dissatisfied after this further investigation, you can raise the matter with the Scottish Public Services Ombudsman.
- You should also be aware that you have the right to raise concerns with your local Councillor, MSP or MP.
- You can find out more about the Council's Complaint Procedure from the Clackmannanshire Council website.

Other School Policies

Every school has a range of curricular policies in written format. These policies are the subject of regular discussion, consultation and review with school staff and all can be made available for perusal on request. Some policies are available on the website.

School Health Service

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

The Public Health Nursing Team for Schools offer health assessments and reviews, health screening and deliver school based immunisation programmes. The team comprises of

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Public Health Nurses (Specialist Practitioner), Registered Nurses and Healthcare Assistants who are based in a local Health Centre and work over a number of schools in the area.

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

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

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

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

The Child Health Department can be contacted on – 01786 434059

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

Infectious Diseases

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

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

For advice about early detection and treatment for other infectious diseases e.g. chickenpox and mumps, please consult your GP or Nurse.

Head Lice

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

Head lice are spread through head to head contact at home, while playing or in school.

Regular wet combing of your child's hair using a head lice detection comb is the best way to catch this possible problem at an early stage.

The only way to be sure that your child has head lice is to find a live louse. If you find live lice, get the correct lotion from your doctor, health visitor or pharmacist. Shampoos and other treatments are not effective.

One treatment is two applications of the treatment lotion, seven days apart. If this is not followed then re-infection is likely.

Advise family members and close friends that your child has head lice and that they should check their own hair. Only treat if live lice are found. Don't be shy about advising others of this possible problem because you would likely tell family and friends about other infections which might affect them.

Regular wet combing of your child's hair with the head lice detector comb is the best protection as it allows you to detect the condition and treat it speedily.

Further advice can be obtained from the Health Board head lice leaflet which is available in all schools and health centres.

If you would like to discuss your particular concerns, you could speak to:

Infection Control Service
Forth Valley Royal Hospital
Stirling Road
Larbert
FK5 4WR
01324 567490 / 01324 567679

Clinics

From time to time some children are asked to attend clinics (eye clinics, dentist, doctor, etc). Please inform the school of these visits and arrange for your child to be collected if he/she must leave school to attend the clinic.

No child will be allowed away from school during school hours unless accompanied by a responsible adult or unless written permission to do so has been given by the parent.

Medicine Administration

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

The administration of medicines prescribed by a family doctor is undertaken at the discretion of the Headteacher but schools are generally happy to co-operate with parents in doing so.

In order to safeguard the health and safety of children, procedures are drawn up by Clackmannanshire Council.

When a child is prescribed medication by a doctor or a dentist and parents require the school to administer this, the relevant request Form should be completed. The MED 1 Form requires parents to deliver the medication to schools for administration by school staff. MED 4 Form permits pupils to carry and administer medication themselves eg inhalers. Prescribed medication should be clearly marked with your child's name, the date prescribed, how often it has to be taken and for how long. Clackmannanshire Council's liability insurance does not provide indemnity to employees for administering non-prescribed medicines.

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

Insurance Cover for School Children

Public Liability

Personal Injury

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

Pupil's Property

Each session, unfortunately but inevitably, pupil's property is lost, damaged or stolen from school. Parents are therefore discouraged from allowing their children to carry expensive items of personal belongings to the school and are reminded that a standard household policy can be extended to provide a degree of cover for personal items taken away from the home.

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

Personal Accident Cover – Educational Excursions

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

1. Death £20,000
2. Permanent Total/Partial Disablement up to £20,000

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

Alva Autism Provision

Our aim is to give children access to the highest standards of learning and teaching delivered through a curricular approach flexibly aligned to the Curriculum for Excellence, with an emphasis on Communication and Life skills, which will:

- Provide a happy and secure environment conducive to learning.
- Aim to develop confident individuals, responsible citizens, successful learners and effective contributors
- Through autism relevant strategies, address the barriers autism presents to the child's learning.
- Enable children to achieve their full potential through access to a broad and relevant curriculum which has educational and therapeutic elements and is suited to their individual needs.
- Enable children to achieve success and feel valued.
- Promote independence and enrichment in preparation for adult life.
- Promote educational inclusion and social partnership with educational establishments and the local community.
- Foster partnership with parents and others and work towards common aims.

Curriculum

In Alva Autism Provision we have a focus on Literacy, Numeracy and Health and Wellbeing with communication and life skills underpinning all of the work we do. We believe we should do our utmost to give the pupils skills for life, learning and work.

Life skills:

Communication

Personal Hygiene

Self-regulation

Social Skills

Transitions

Coping out on the community

Keeping Healthy

Personal Safety

This list is not exhaustive!

We believe it is important for pupils to achieve at all levels. We deliver a rich, stimulating curriculum which is individually tailored to suit the individual learning styles and needs. The provision offers a holistic approach with a range of sensory and therapeutic interventions.

We aim to enable all of our children here in the Provision to become:


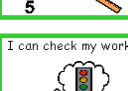
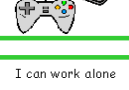
Effective Contributors

I have good ideas 	I keep on trying 	I can communicate in different ways. 
I can share my ideas 	I can be the leader 	I can solve problems. 
I can answer questions 	I can work with with a partner 	I believe in me! 
I like to be busy 	I can work in a team 	I help others 

Responsible Citizens

I care about others 	I know about the world. 	I know about Scotland 
I know about different beliefs. 	I am learning about people from other lands 	I make good choices 
I think about technology. 	I can think about difficult things 	I know how to behave 
I know to work hard to improve. 	I follow the rules. 	I care for my environment. 

Successful Learners

I like to learn 	I do my best. 	I am good at listening 
I can read different things 	I can use numbers. 	I am creative 
I can use technology 	I can check my work 	I can learn anywhere 
I can work alone 	I think about what I know 	I can work things out 

Confident Individuals

I like myself 	I am happy and healthy. 	I understand right and wrong 
I have ambitions. 	I like being with others 	I am active 
I know what I do affects others. 	I ask for help when I need it 	I can do things for myself. 
I make careful choices 	I keep myself safe 	I am good at things 

Assessment and Recording

There is assessment of the children's needs in all areas of their development. A range of assessment tools are used and form the basis of formal assessment which helps support ongoing and continuous informal assessment.

From this assessment each pupil has an individual programme of learning activities which ensures that all aspects of his/her developmental needs are addressed within the curriculum. Assessment is an integral part of learning and teaching.

Through daily planning and individualized curriculum, teachers are continually assessing children's progress. A record of a pupil's achievement is kept in a profile. A Child's Plan will be developed for specific Health and Wellbeing targets for which reviews are held for all children and these are attended by parents and staff working with pupils. At these meetings open discussion lead to the selection of priorities for the targets.

Reporting

Parents will meet with staff three times a year to discuss and agree the Child's Plan. These targets are evaluated in June and a report outlining your child's progress in all areas of the curriculum is produced for the end of the school year.

During the school year there will be many opportunities for parents to come into school. There is the opportunity to attend a Parents Evening when parents can view their child's work and have informal discussions with his/her teacher.

Parents are welcome to come into school at any time. We would hope that they will be actively involved in the identification of their child's needs and the implementation of the Child's Plan.

Home Links

A school consists of children, parents, staff and the community. A high degree of co-operation between parents and staff ensures that children gain maximum benefit from their school experience. Parents are therefore always welcome to visit the school and to take an active part in the life of the school.

The provision also offer a Home Support service where our Support Worker can come into your home and offer support for you and your child.

Last but not least, the Provision strives to keep daily informal contact with the parents through a home/school diary, and parents are encouraged to respond in these diaries with comments from home. If an issue is considered to be urgent please telephone.

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Enrolment

The Provision is an authority-wide provision and can be accessed by children from all areas within Clackmannanshire Council. Children are usually referred to the Provision, through the Internal Resource Group, by the Team Around the Child (TAC).

We have close links with Alva Academy provision and have an extended transition process for those children opting to go there for secondary education.

Additional Information

Hours

Children attend the Provision Monday to Friday from 9 am to 3:00 pm.

Lunches

All children are encouraged to take a school lunch as this is viewed as an opportunity for Personal and Social Development. All children within the provision are eligible for free school meals, you will need to complete a form for this. They may of course bring a packed lunch if they prefer.

Transport

All children are eligible for free transport to and from the Provision.

Section Two – Parental Involvement in the School

Parents Welcome

All Clackmannanshire Council schools welcome parental involvement as research has shown that when parents are involved children do better in school.

Arrangements for Parents Visiting the School

Meetings with Staff

A number of opportunities are given throughout the session for parents to visit the school. There are 2 opportunities during the session when parents are able to meet with class teachers to be informed of their child's progress. Appointments with the Headteacher, Depute Headteacher or one of the Principal Teachers can be made either by telephone, letter or by visiting the school. In cases of urgency, when the Headteacher is away from the school on official business, the Depute Headteacher will be available for consultation and advice.

An 'Open Door' policy is operated in Alva Primary and parent meetings can be arranged with either a member of the Senior Leadership Team or the class teacher depending on the nature of the concern. Where the school has concerns regarding a child's progress or behaviour, parents will be contacted so that together we can support the child.

Open Afternoons/Stay and Play

There are a number of opportunities during the school year when parents are invited to view their children's work and share in their learning.

Information Sessions

There are a variety of information sessions organised throughout the year when parents can access more information about curriculum areas and new policies.

Workshops

Workshops for parents to inform them about various areas of the curriculum and for the parents of new entrants are arranged during the session. Parents are informed of these via newsletters/Class Dojo.

Home School Links

A school consists of pupils, parents and staff. Only a high degree of co-operation between parents and staff will ensure that the pupils gain maximum benefit from their school experience. Parents are therefore always welcome to visit the school and to take an active part in the life of the school.

Parents are invited to meet with relevant members of staff each session to discuss pupil progress. Also parents will receive a full written report in June.

Homework – Learning Logs

The school has a clearly defined policy on homework, a copy of which can be obtained from the Headteacher.

Pupils are regularly given homework in a learning log format to support their learning and to encourage them to become more organised and self-supporting in their learning. Homework tasks will be given where a teacher feels a particular child or group of children may benefit from it. The homework will be organised according to the stage and ability of the child, it can arise from all curricular areas, and it may include written, oral or practical activities. The tasks set will be interesting, worthwhile and challenging for the child.

Parents are encouraged to help pupils with their homework as a means of keeping them up to date with the work of the class and the child's progress and to promote partnership between the school and parents. Homework provides an opportunity to consolidate what has been learned in class, and makes you aware of what your child is learning and provides you with a useful discussion starter. Homework is also an integral part of school work - parental interest and co-operation in ensuring homework is undertaken is appreciated. The school encourages parents to sign each homework task.

Parental Involvement

Parent Helpers

Parents are invited to assist in supervising children on educational excursions and also in working with staff and children on a regular basis in class. Parent Helpers are invaluable as are Granny and Grandpa Helpers!

Anyone who can offer assistance should give their name to Mrs Smith, our Administrator, in the school office.

Parent Councils

Parents are welcomed to be:

- Involved with their child's education and learning;
 - Be active participants in the life of the school;
- and
- Express their views on school education generally and work in partnership with the school.

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

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- Receive information about the school and its activities;
 - Hear about what partnership with parents means in our school;
 - Be invited to be involved in ways and times that suit you;
 - Identify issues you want the Parent Council to work on with the school;
 - Be asked your opinion by the Parent Council on issues relating to the school and the education it provides;
 - Work in partnership with staff;
- and
- Enjoy taking part in the life of the school in whatever way possible.

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

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

The main aims of the Parent Council are:

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

Chair Person – Andy Witty

Secretary – Lynsey Scott

Treasurer – Lynn Coulter

If you wish to contact the Parent Council please contact them via the school. For more information on parental involvement or to find out about parents as partners in their children's learning, please contact the school or visit the Parentzone website at www.parentzonescotland.gov.uk.

Parent Teacher Association (PTA)

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

Chair Person – Michelle Keir

Vice Chair – Madge Walker

Secretary – Catriona Walker

Treasurer – Julie MacPherson

If you wish to contact the PTA please contact them via the school.

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The Scottish Parent Teacher Council is the national organisation for PTAs and PAs in Scotland, Parent Councils can join too, and it runs an independent helpline service for all parents. They can be contacted by phone on 0131 4746199, or email on sptc@sptc.info or write to SPTC, Mansfield Traquair Centre, 15 Mansfield Place, Edinburgh, EH3 6BB.

School Ethos

Alva Primary School – Our Aims

At Alva Primary School & Nursery we want our school to be a place where pupils, parents and staff are happy, friendly, safe, and value and respect each other.

We want to make a difference to people's lives so that we all work well together, are motivated and challenged in our learning to become successful learners, confident individuals, responsible citizens and effective contributors.

We want to be proud of our achievements, our school and our community.

Within the community of Alva Primary School we aim to:

- Provide a safe, nurturing and inclusive environment
- Make learning fun & relevant for pupils & staff, by providing a variety of learning experiences to challenge all
- Value and respect ourselves, others and the natural environment
- Provide a broad, balanced, motivating and fun curriculum
- Encourage pupils to value challenge for themselves & others
- Develop skills for lifelong learning, work and their positive place in society
- Work in close partnership with parents, carers and the wider community

Vision & Values

Pupils, staff and families within the community of Alva strive to ensure pupils, staff & families feel safe, valued and included by:

- Being kind and respectful
- Developing perseverance
- Celebrating achievements
- Aiming higher and challenging themselves

Responsibility, Justice, Fairness

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The school has regular stage and whole school assemblies which are led either by the Headteacher, the Depute Headteacher or Principal Teachers. We also occasionally have visiting speakers. Pupils also take responsibility for sections of the assemblies such as house points. Parents and friends are also invited to share our Christmas and end of session services which take place, weather permitting, at Alva Parish Church.

Our School Chaplain visits our classes throughout each school session. We rely on parents to assist in accompanying pupils to church. Parents may exercise their right to withdraw their children from religious education and religious observance and this should preferably be requested, in writing, at enrolment.

Active Schools

The fundamental aim of Active Schools is to give school-aged children the tools, motivation and the opportunities to be more active throughout their school years and into adulthood. These opportunities are available before, during and after school, as well as in the wider community.

Development of Pupils' Spiritual, Moral, Cultural and Social Values

The school is committed to supporting the development of its pupils as whole people and as a result, wishes to encourage their development in spiritual, moral, social and cultural terms.

These key human aspects of learning are supported through the following arrangements by:-

- Creating a school ethos which, in every way possible, gives value to these aspects of development, especially by providing an overall atmosphere that is both caring and challenging and which provides opportunities for the development of personal responsibility.
- Promoting social and moral learning through the way in which disciplinary issues are handled.
- Ensuring that staff and adults within the school provide positive models for pupils.
- Arranging regular gatherings of the school as a community and using such occasions to encourage and reinforce the values on which the school is based.
- Enriching the curriculum in all appropriate areas with an emphasis on spiritual, moral, social and cultural development.
- Providing opportunities within the curriculum to advance personal and social development.
- Providing a programme of religious education in which consideration will be given to responses to basic questions relating to the meaning, value and purpose of human life.
- Providing a programme of moral education.
- Taking every appropriate opportunity to acknowledge, value and appreciate the various cultures and heritage of the pupils and to encourage them to appreciate and value the cultures and heritage of others.

Pupil Conduct

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

Pupils are expected to set themselves high standards in appearance and behaviour. School rules are devised to encourage the maximum amount of self-discipline. The rules make clear what is expected of pupils, and how they are required to behave. The general aim is to produce an atmosphere of friendly co-operation, encouraging respect and consideration for other persons and for property.

Each class devise their own rules at the start of each session. These are shared with parents and displayed in class. They are regularly referred to throughout the year.

Restorative Approach to Bullying Behaviour

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

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

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

Section Three – School Curriculum

Curriculum for Excellence

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

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

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

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

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

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

There will be new ways of **assessing progress** and ensuring children achieve their potential. New qualifications at National 4 and 5 have been available from 2013/14. Our well regarded New Highers 2014-15 and New Highers 2015-16, Highers and Advanced Highers will be updated to take account of and support the new approaches to learning and teaching.

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

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

Successful learners

with

- Enthusiasm & motivation for learning
- Determination to reach high standards of achievement
- Openness to new thinking and ideas

and able to

- Use literacy, communication & numeracy skills
- Use technology for learning
- Think creatively & independently
- Learn independently and as part of a group
- Make reasoned evaluations
- Link & apply different kinds of learning in new situations

Confident individuals

with

- Self-respect
- A sense of physical, mental and emotional wellbeing
- Secure values and beliefs
- Ambition

and able 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

Responsible citizens

with

- Respect for others
- Commitment to participate responsibly in political, economic, social and cultural life

and able to

- Develop knowledge & understanding of the world and Scotland's place in it
- Understand different beliefs and cultures
- Make informed choices and decisions

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- Evaluate environmental, scientific and technological issues
- Develop informed, ethical views of complex issues

Effective Contributors

with

- An enterprising attitude
- Resilience
- Self-reliance

and able to

- Communicate in different ways and different settings
- Work in partnership and in teams (again, are you sure this isn't teams?)
- Take the initiative and lead
- Apply critical thinking in new concepts
- Create and develop
- Solve problems

Numeracy and Mathematics

Alva Primary like many other schools in the area uses Scottish Heinemann which we believe links effectively to the attainment targets of 3-18 Mathematics. This scheme is used as a core mathematics scheme at all stages.

Scottish Heinemann Maths has been developed so that children learn through using practical materials, rather than being given large amounts of writing to do, particularly at the early stages. Work is done on problem-solving and enquiry; information handling; number, money and measurement; and shape, position and movement and mental agility.

Our aims in teaching mathematics are not only to teach basic skills but also to develop in children both the confidence to apply mathematical skills in a variety of contexts and the ability to approach problems in a systematic and logical manner so that they are better prepared to meet the needs of the changing world in which they live. Where appropriate, calculators, computers and programmable toys are used to aid children's development of mathematical skills. In addition to Scottish Heinemann Maths, we also use Tee Jay, Heinemann Active Maths and other active learning approaches.

English Language

English Language seeks to achieve four outcomes: Listening/Talking, Reading and Writing and our programmes of work are planned to ensure that children have a balanced experience of these four areas of language.

We aim to ensure that by the time they leave Alva Primary School, children should:-

- Have mastered the technique of listening attentively
- Have been trained to read thoughtfully and critically

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- Be able to express themselves clearly and intelligently in writing and in speech.

To this end we use a variety of resources to help support our aims. Where children experience difficulties, in consultation with parents, they will work on a differentiated programme supported by our Learning Support teacher. We also believe, even in this technological age of computers with spell-checks that it is important that children spell accurately and write legibly! There is a comprehensive spelling programme followed from Primary 1-7 using a phonic based approach and Single Word Spelling.

1 + 2 Languages

As a school, we are developing the teaching of French from P1 to P7 and also developing the use of Scots Language in school and nursery.

Social Studies and Sciences

Social Studies includes studying People in the Past, People and Place and People in Society. The Social Studies programme offers children opportunities to observe and study their surroundings; to learn the necessary skills to enable them to interpret and record the information gained; and to gain understanding of their environment through an interdisciplinary approach. The science topics cover a wide range of scientific topics from Nursery – P7 and they incorporate practical learning opportunities.

Expressive Arts

Expressive Arts includes Music, Drama and Craft and Art and Design. We are very ably assisted in developing these areas of the curriculum by specialist teachers who visit the school. Instrumental tuition is available for violin, brass and woodwind.

Religious and Moral Education

Religious and Moral Education is part of the school curriculum. Christianity forms the main part of the teaching programme. Also incorporated are Personal Search, Buddhism, Judaism and Islam. We aim to encourage pupils to become aware of a range of religious experiences and of their importance to believers; and to assist pupils in their personal search for meaning, value and purpose in life. Where appropriate, pupils visit places of worship as part of their programme.

Please contact the Headteacher if you would like any further information about the curriculum within our school. On our website you will be able to access our Standards and Quality Report for last session, an extract of our school improvement plan and links to council and national initiatives.

Active Learning

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

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early years, children will have a range of learning experiences that include planned and purposeful play and stimulating learning which engages and challenges children's thinking using real life and imaginary situations. As children progress through school they continue to be involved in active learning experiences which give them ownership of their own learning, encourage co-operative working and utilise skills required for learning, life and work.

Planning Children's and Young People's Learning

Teachers in nursery, primary and secondary schools share their learning intentions with pupils, parents and carers. This takes place on a day-to-day basis, by agreeing the aims of an individual piece of work.

Longer-term planning also takes place in a variety of forms. Pupils in primary schools negotiate with their teachers their aims for the next block of learning. At the end of the block progress against these aims is assessed by the teacher and pupil, and new targets are set for the following block of learning.

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

Care of Books / Materials

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

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

Sensitive Aspects of Learning

Parents will be notified of information workshops and be given opportunities to view materials and resources used in school when teaching sensitive subjects such as sexual health and relationships, parenting skills and drug education.

Religious Instruction and Observance

Religious Instruction

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

Ultimately, pupils in the upper secondary school can gain a qualification through the study of Religious, Moral and Philosophical Studies at Higher and Advanced Higher Levels.

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These courses further develop young people's skills in logical thinking, methodical enquiry and ways of expressing ideas effectively.

Religious Observance/Time for Reflection

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

Withdrawal from Religious Instruction and Religious Observance/Time for Reflection

Parents who wish to exercise their right to withdraw their child from religious instruction and/or observance are encouraged to initially discuss their intention with the Headteacher prior to making their decision known to the school in writing.

Extracurricular Activities

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

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

All activities are supervised by members of staff, and many schools have a study support co-ordinator whose job it is to plan and oversee the extracurricular programme of activities. Where participation involves children travelling or staying late after school, written permission for children taking part is required from parents.

Facilities for Physical Education and Outdoor Activities

The gym hall has a variety of apparatus for physical education within the school. Active Schools also assist in the delivery of physical education. The fundamental aim of Active Schools is to give school-aged children the tools, motivation and the opportunities to be more active throughout their school years and into adulthood. These opportunities are available before, during and after school, as well as in the wider community.

Assessment and Reporting

In September of Primary 1 standardised testing gives a snapshot picture of where individual children have reached in their literacy and numeracy development at the end of

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their time in nursery. This information helps Primary 1 teachers plan for learning at early stages of Primary 1.

An End of P1 Assessment is completed for all children by June of their Primary 1 year. This shows the progress that children have achieved in literacy, numeracy and phonics during the course of the session.

As pupils progress through school, teachers use a range of assessment strategies, including standardised testing in P1, P4, P7 and S3. Pupils are also involved in assessing their own progress and developing their next steps. We recognise that pupils do not develop and progress at the same rate and adapt teaching approaches for each child accordingly.

Please contact the school as soon as possible if you have any concerns about your child's progress.

Parents have the opportunity to find out about their child's learning through a range of means –

- Parent Information Afternoons/Evenings
- Ongoing discussion with teachers and managers
- Meet the teacher events
- Learning Logs

Pupil Annual Reports are sent home to parents in June, who have an opportunity to comment on these. In addition, of course, parents are welcome to contact the school at any time to ask for information or for an appointment to consult with the Headteacher or class teacher.

More information about what data is collected about your child is given in section five of this handbook. Open afternoons and termly class newsletters also inform parents of the work and progress in their child's class.

Section Four – Support for Pupils

Getting It Right for Every Child (GIRFEC)

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

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

The children and Young People Act (Scotland) 2014 will mean key parts of GIRFEC become law.

Wellbeing

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

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

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

Named Person

Every child and young person will have a Named Person to make sure their wellbeing is promoted.

The role of the Named Person in health or education, depending on the age of the child, is to act as the first point of contact for children and families. Through children and families knowing who to contact, their access to help is made easier.

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Who is my named person?

Your named person can help if you are a child or young person worried about your wellbeing, or a parent worried about your children/young person's wellbeing.

Stage of child/young person

Named Person

From pre-birth – until starting school or 5 years old Health Visitor

Primary or Secondary aged

- Primary – Headteacher or Depute
- Secondary – Principal teacher (pastoral)/Pastoral Depute Headteacher

Other agencies may share information with the Named Person. You will be given the name of your child's Named Person in due course. When the Named Person is not available, please speak to another member of staff who will be able to help. During school holidays an officer from Kilncriags, Alloa will provide the advice and support you may require.

Family Support Service

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

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

Individual or group work can be delivered in school, home or in the community. A request for support can be made through a member of school staff (named person) who will be able to talk with you, gather information & your family's views. This helps identify the most appropriate service.

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

Protecting Children and Young People

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

Schools play an important role in identifying children who have been abused or are at risk of being abused. Clackmannanshire Council have clear procedures for all staff to follow. Headteachers or designated member of staff are instructed to notify Social Work when a member of staff has a suspicion that a child might have been abused or be at risk of

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abuse. The Team Around the Child will make a decision on whether or not an investigation is necessary and will advise accordingly. In every situation, the welfare of the child overrides other considerations.

Additional Support Needs

As with all local authority schools in Scotland, this school operates under the terms of the Additional Support for Learning Act (2009) and its accompanying Code of Practice. These procedures have been strengthened through the Children and Young People Act (2104). Working with other agencies and professionals – for example, Educational Psychology Service, National Health Service and parents – decisions are made jointly with parents, children and young people with regards to the best possible education to meet the needs of the child within the resources available.

Staged Intervention

Staged interventions comprise a range of stages from universal through to more targeted support models locally adapted across local authorities. The *Behaviour in Scottish Schools Research 2009* found that all local authorities operated a form of staged intervention whereby increasing levels of support were made available to learners with behavioural needs.

General approaches of promoting a positive ethos, establishing positive relationships and praise and reward systems, as well as good learning and teaching, are complemented by targeted support for children and young people with needs, with multi-agency approaches for tackling often complex problems.

Within various models of staged interventions a range of stages can be identified including:

- Universal: whole school ethos and classroom climate
- Stage 1: support needs met within school, e.g. personal support staff, parents, additional support staff, and specialists
- Stage 2: support needs met beyond the school within local school clusters and wider local authority provision
- Stage 3: extended provision beyond the local authority.

Support for Pupils

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

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unrecognised additional support needs, your first point of contact should be the child's class teacher.

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

- Each teacher differentiates the Curriculum for Excellence within their class to provide educational targets and objectives suited to their age and stage of development
- The school has an experienced Support for Learning Teacher to co-ordinate and organise support for children
- The school can call on the time of a Support for Learning Assistant for exceptional cases.

In addition, the authority maintains other specialist provision to meet the needs of children experiencing severe and complex disabilities, sensory impairments, significant and those with complex social, emotional and behavioural difficulties. This includes some provisions based in mainstream schools, and there is also a specialist team supporting bilingual and travelling pupils, those with long-term illnesses, and other children with significant additional support needs.

If a child has long-term additional support needs requiring the significant support of agencies external to Children's Services (such as Speech and Language Therapy or Occupational Therapy), the support may require further co-ordination. At this point, the authority would issue a Co-ordinated Support Plan.

Disputes and Resolution in Additional Support Needs

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

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

- Enquire – the Scottish advice and information Service for additional support for learning: www.enquire.org.uk, 0845 123 2303
- Scottish Independent Advocacy Alliance; www.siaa.org.uk, 0131-260-5380
- Take Note: National Advocacy Service for Additional Support Needs (Barnados in association with the Scottish Child Law Centre) www.sclc.org.uk, 0131-667-6633.
- Let's Talk ASN, c/o Govan Law Centre, letstalkasn@edlaw-org.uk, 0141-445-1955.

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Educational Psychology Services

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

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

The school must obtain the agreement of parents and, where appropriate, the pupil before involving the Educational Psychology Service.

Pastoral Support

Every member of staff has responsibility for the pastoral support of our pupils. For some pupils additional support is offered through a key person in school. This usually will be one of the management team. An integrated approach with partner agencies is employed where greater support is needed.

Transitions

Nursery to Primary School – Children starting school in August are invited along with their parents/carers to spend time in their classroom, meeting their teacher and classmates. Parents also meet with the Headteacher/Depute Headteacher to share information about the general life of the school and learning experiences offered in Primary 1.

Primary – Secondary School – pupils visit for 2 days over the year following a secondary timetable, then spend a further 1-2 days later on during the year taking part in various activities.

All transitions from class to class are important and pupils meet new teachers in the summer term for the next session. Where necessary an enhanced transition can be arranged to meet individual needs.

Nursery Class Provision

The school's nursery class provides places for children aged 3-5 years and also eligible 2 year olds. Nursery class provision is non-denominational, which allows children of parents from all religions and beliefs to attend the nursery. Attendance at the nursery class does not however guarantee a place in the school.

Admission to a Nursery Education in Clackmannanshire Council

All Clackmannanshire Council nursery classes are required to allocate places according to the Early Learning and Childcare Admission Policy. A funded pre-school education place is available for every child aged 3 to 5 years who lives in Clackmannanshire. A place can be provided in either a Clackmannanshire Council nursery or in a private nursery/playgroup which is in partnership with Clackmannanshire Council. Children become eligible for pre-school education the term after their third birthday.

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If your child is born between:	They will be eligible for a funded preschool place from the term following their third birthday:
1 March to 31 August	Autumn Term (August)
1 September to 31 December	Spring Term (January)
1 January to 28/29 February	Summer Term (April)

Transition from Nursery to Primary

Before leaving nursery, a transfer of information record for each child will be prepared by nursery staff to ensure a smooth transition and continuity of education for the child transferring to primary. All nurseries and primary schools have a variety of systems which support the transition process for children. This ensures that children's strengths and development needs are addressed.

Primary School Admissions

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

When commencing Primary 1 education, your child will normally attend the local denominational or non-denominational Primary school and transfer from it, after Primary 7, to its associated Secondary school. Details of the catchment areas and boundaries can be found on the Clackmannanshire Council website. Pupils who are baptised Roman Catholic and who live within the catchment area of a denominational school are automatically entitled to enrol at the school. All other pupils will require a placing request (see below).

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

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

Parents of pupils enrolling at a denominational school must also present their child's RC baptismal certificate. Parents of pupils that are not RC baptised will be required to submit a placing request (see below). You are still required to enrol your child(ren) at your catchment denominational school (if RC baptised) or catchment non-denominational school (if not RC baptised) even if you do not wish him/her to attend that school.

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

Primary to Secondary Transfer

Visits to secondary schools are organised before the summer holidays and children from other catchment schools who will be attending the same secondary school will have the opportunity to meet and get to know each other and their teachers as well as to experience some learning in the secondary school setting. Most secondary schools have an open evening where parents can find out information about which subjects will be taught in S1, uniform policy, lunchtime arrangements, school clubs, etc.

If you wish your child to attend a secondary school other than the catchment secondary school for your home address, you will be required to make a Placing Request as detailed in the Placing Request section below. Parents of non-RC baptised pupils who were enrolled as a Placing Request at a denominational primary school after November 2012 must submit a further Placing Request if they want them to transfer to the local RC high School. Otherwise, these pupils are automatically entitled to transfer to their catchment non-denominational secondary school.

Parents of children who are planning to change from denominational to nondenominational or vice-versa between primary and secondary school should ensure that both the primary school and the intended secondary school know what is to happen.

Catchment Secondary School Alva Academy.

Placing Requests

As a parent, you have the right to make a Placing Request for your child(ren) to be educated in a school other than the local school. Applications for Primary 1 and Secondary 1 Placing Requests to commence school in August will only be accepted following the publication of an advert in the local press inviting applications in early December.

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

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

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

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

If you wish to make a Placing Request, you should complete the appropriate application form (one for each child involved) and return it to Education Services, 4th Floor, Kilncraigs, Greenside Street, Alloa, FK10 1EB. This Form must be completed by the child's Parent/carer. Placing Requests for Primary 1 and Secondary 1, commencing in the next school session should be made by the 15th of March each year for consideration. Responses will be issued no later than 30th April.

Section Five – School Improvement

Raising Attainment

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

Standards and Quality Report

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

The Standards and Quality report can be obtained from the school website.

School Improvement Plan

The School Improvement Plan priorities for this session can be obtained from the school website.

It is also shared with the Parent Council and PTA at the first meeting in the new session.

Transferring Educational Data about Pupils

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

Why do we need your data?

In order to make the best decisions about how to improve our education service, Scottish Government, education authorities and other partners such as the SQA and Skills Development Scotland need accurate, up-to-date data about our pupils. We are keen to help all our pupils do well in all aspects of school life and achieve better examination results. Accurate and up-to-date data allows us to:

- Plan and deliver better policies for the benefit of all pupils
- Plan and deliver better policies for the benefit of specific groups of pupils
- Better understand some of the factors which influence pupil attainment and achievement
- Share good practice
- Target resources better
- Enhance the quality of research to improve the lives of young people in Scotland

Data policy

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Information about pupils' education is collected through our statistical surveys in partnership between the Scottish Government and Local Authorities through the ScotXed Programme which aims to help schools and Local Authorities by supporting efficient collection, processing and dissemination of statistical information. The Scottish Government then provides analysis of the data to support research, planning, management and monitoring of education services as well as to produce National Statistics publications.

Education data within Scottish Government is managed effectively by secure systems and is exploited as a valuable corporate resource, subject to confidentiality restraints. As part of its data policy, Scottish Government will not publish or make publicly available any information that allows individual pupils to be identified, nor will data be used by Scottish Government to take any actions in respect of individuals. Data is held securely and no information on individual pupils can or would be made publicly available by Scottish Government.

Your data protection rights

The collection, transfer, processing and sharing of ScotXed data is done in accordance with the Data Protection Act (1998). We also comply with the National Statistics Code of Practice requirements and other legislation related to safeguarding the confidentiality of data. The Data Protection Act gives you the right to know how we will use your data. This note can give only a brief description of how we use data. Fuller details of each individual ScotXed survey, including the purpose of each and the published data, can be found on the ScotXed website (<http://www.gov.scot/Topics/Statistics/ScotXed>). Pupil names and addresses (other than postcode) are never collected in any ScotXed statistical survey.

Scottish Government works with a range of partners including Education Scotland, Skills Development Scotland and the SQA. On occasion, in order to help meet our aim of improving the life of young people in Scotland, we may make individual data available to partners such as the National Registers of Scotland to carry out research relating to the national population census and also to academic institutions and organisations to carry out additional research and statistical analysis which helps inform policy development and contributes to improving outcomes for Scotland's people. In order to carry out this research to support better decisions, policy making and practice, data may be linked to information from other sources.

Any sharing or linkage of data will be done under the strict control of Scottish Government, and will be consistent with our data policy and the National Data Linkage Guiding Principles. This will ensure that no individual level data will be made public as a result of the data sharing and that these data will not be used to take any actions in respect of an individual. Decisions on the sharing or linkage of data will be taken in consultation with relevant colleagues and individuals within and outwith Scottish Government. At all times pupils' rights under the Data Protection Act and other relevant legislation will be ensured.

Concerns

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

Websites

You may find the following websites useful.

- <https://education.gov.scot/parentzone/> - parents can find out about everything from school term dates to exam results. This site also offers information for pre-5 and post school. It also lists relevant publications for parents and provides hyper-links to other useful organisations.
- <https://www.education.gov.scot/> - parents can access school and local authority inspection reports and find out more about the work of Education Scotland.
- <http://www.gov.scot/Topics/Statistics/Browse/School-Education> - parents can find out about individual schools. They can choose a school and select what type of information they need such as Education Scotland reports, exam results, stay on rates and free school meal entitlement.
- <http://www.clacks.gov.uk/learning/> - contains information for parents and information on Clackmannanshire Council schools.
- <http://www.childline.org.uk/Explore/Bullying/Pages/Bullyinginfo.aspx> - contains information for parents and children on varying forms of bullying and provides help for parents and children who are affected by bullying.
- <http://www.respectme.org.uk/> - Scotland's anti-bullying service. Contains information for parents and children on varying forms of bullying and provides help for parents and children who are affected by bullying
- <http://www.equalityhumanrights.com/> - contains information for everyone on equality laws within the government and local authorities

Glossary

ASL – Additional Support for Learning
ASN – Additional Support Needs
CFE - Curriculum for Excellence
CLD – Community Learning and Development
DHT - Depute Headteacher
EMA – Education Maintenance Allowance
FOI – Freedom of Information
FVNHS - Forth Valley National Health Service
GIRFEC – Getting it Right for Every Child
Glow - Scottish Schools National Intranet (Glow doesn't stand for anything)
HT - Headteacher
LIPs - Local Improvement Priorities
NPFS - National Parent Forum of Scotland
PC - Parent Council
PT - Principal Teacher
PTA/PA - Parent/Teacher Association/Parents Association
SEEMiS - Management Information Systems (SEEMiS is the pupil database)
SIP - School Improvement Plan
SPTC - Scottish Parent Teacher Council
SQA – Scottish Qualifications Authority