



Letham Primary School Handbook 2026

Information for Parents/Carers



Letham Primary School School Brae Letham KY15 7RN

Contact Details

Address:

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Headteacher: Louise Rennie

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Welcome Introduction

Dear Parent

Letham school catchment area is located in the Howe of Fife comprising the villages of Letham and Collessie and surrounding farms. We have strong links with our associated nurseries Ladybank and Secret Garden – and with Bell Baxter High School. We also work closely with our other Cluster Schools to meet every pupil's entitlements within the Curriculum for Excellence.

The staff team at Letham aim to provide a pleasant and stimulating learning environment with a focus on education for citizenship and sustainable development education. We strive to help all of our pupils to achieve their potential, giving them the support and encouragement necessary to build a firm foundation of learning and the confidence to meet new challenges.

We are committed to continuous improvement and increasing our pupil's achievement and attainment. We welcome parents as partners in the life of the school, and are passionate about sustaining strong links with our local community, our nation and the wider world.

Yours sincerely

Miss Louise Rennie
Headteacher

School Ethos

Our school ethos is based on the United Nations Convention on the Rights of the Child (UNCRC) and the aims of Curriculum for Excellence. Pupils have developed Rights and Responsibilities Charters which have formed the basis of our vision, values and aims.

Vision

Letham School vision is:

- Staff, parents and community committed to healthy, happy achieving children with a passion for learning.

Aims

- Fostering awareness that everyone has rights, responsibilities, and that we need to respect each other.
 - Providing a safe and happy environment which is both challenging and stimulating.
 - Nurturing the physical, emotional, and social wellbeing of all our pupils.
 - Sustaining a partnership with parents which involves them in their child's learning.
 - Delivering a broad and balanced curriculum which challenges children progressively and which has literacy, numeracy and health and wellbeing at its core.
 - Encouraging our children to take increasing responsibility for their learning, reflected in their capacity to co-operate and work with others.
 - Sustaining and building enterprise, international and other links which provide all pupils with opportunities for achievement.
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About the School

School roll

24 pupils

Attending School

Daily Timetable

- Morning: 9.00am-12.30pm
 - Lunch: 12.30pm-1.15pm
 - Afternoon: 1.15pm - 3.00pm
 - Interval: 10.40am-10.55am
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School attendance

It's important that your child attends school. It's essential for their well-being as well as for their learning.

You play an important role in ensuring your child attends regularly. Our staff and support services will work with you to help them attend school consistently and on time. Our policy allows us to identify students with low attendance and provide support.

If you have any questions about attendance, contact your child's school or pupil support/guidance teacher. More information is available on the **Parent Club** website.

Types of absence

Absences are classed as authorised or unauthorised.

Authorised absences

Absences are authorised where reasons are considered valid. Let your school know in the first instance. Your child's pupil support teacher/guidance teacher is there to offer support if necessary.

The following reasons are considered acceptable:

- medical or dental appointments
- family bereavements
- holidays where parents are in any Uniformed Services
- participation in a show or event

Unauthorised absences

Absences are unauthorised where no explanation, or unacceptable reasons are given.

The following reasons are not considered to be acceptable:

- shopping visits
- days out to theme parks or to attend concerts/shows
- family work commitments or business trips
- holidays taken in term time (including long weekends taken on Fridays and/or Mondays)

Illness

If your child is unable to attend school through illness, you should inform your school. Call the office on the first day of absence, before 9am. You should also let them know the expected return date of your child.

If we do not hear from you, we will contact you to ask where your child is. This is part of our safeguarding responsibilities.

Your school will support you if there are concerns over excessive absence patterns through illness.

Is my child well enough for school?

It can be challenging deciding whether or not to keep your child off school when they're unwell. Public Health Scotland has a helpful guide - **Should I keep my child off school or childcare?** This may help you decide when your child should attend school or stay at home, based on their symptoms.

Education of children unable to attend school due to ill health

Your child's learning may be interrupted if they have long-term ill health. This could be for a range of reasons such as:

- accidents or trauma
- chronic, long term, life limiting or terminal conditions
- mental health issues
- conditions that require repeated medical intervention, such as dialysis

In these cases, we would follow the Scottish Government's **guidance on Education of children unable to attend school due to ill health**.

Common childhood conditions, where prompt return to school is expected, will not normally be covered by this guidance.

School Uniform

- Grey, black or green - plain or school logo cardigan/jumper.

- Grey or black trousers/skirt/shorts.
- White or green - plain or school logo polo shirt/blouse.

PE UNIFORM

- Plain leggings/shorts/joggers.
- Plain or school logo hoody/jumper.
- Plain t-shirt or school logo.

Footwear - preferably dark colours.

Trainers for outdoor PE and indoor shoes for everyday use in school and for PE in the gym hall.

School Holidays, Term, and Closure Dates

The academic year 2026-27

School Holidays (all dates are inclusive)

Holiday description	Start date	End date	Add to your calendar
Autumn - lasting 12 days	Mon 12 Oct 2026	Fri 23 Oct 2026	
Christmas - lasting 14 days	Wed 23 Dec 2026	Tue 5 Jan 2027	
Additional - lasting 2 days	Thu 11 Feb 2027	Fri 12 Feb 2027	
Spring - lasting 15 days	Fri 26 Mar 2027	Fri 9 Apr 2027	
Additional - lasting 1 day	Mon 3 May 2027	Mon 3 May 2027	
Additional - lasting 1 day	Mon 7 Jun 2027	Mon 7 Jun 2027	
Summer - lasting 40 days	Mon 5 Jul 2027	Fri 13 Aug 2027	

In-Service days

In-service description	Start date	End date	Add to your calendar
School in-service day - lasting 1 day	Mon 17 Aug 2026	Mon 17 Aug 2026	

In-service description	Start date	End date	Add to your calendar
School in-service day - lasting 1 day	Tue 18 Aug 2026	Tue 18 Aug 2026	
School in-service day - lasting 1 day	Fri 13 Nov 2026	Fri 13 Nov 2026	
School in-service day - lasting 1 day	Wed 10 Feb 2027	Wed 10 Feb 2027	
School in-service day - lasting 1 day	Thu 6 May 2027	Thu 6 May 2027	

Terms Dates (all dates are inclusive)

Holiday description	Start date	End date	Add to your calendar
Autumn - lasting 52 days	Wed 19 Aug 2026	Fri 9 Oct 2026	
Winter - lasting 58 days	Mon 26 Oct 2026	Tue 22 Dec 2026	
Spring - lasting 79 days	Wed 6 Jan 2027	Thu 25 Mar 2027	
Summer - lasting 82 days	Mon 12 Apr 2027	Fri 2 Jul 2027	

The academic year 2027-28

School Holidays (all dates are inclusive)

Holiday description	Start date	End date	Add to your calendar
Autumn - lasting 12 days	Mon 11 Oct 2027	Fri 22 Oct 2027	

Holiday description	Start date	End date	Add to your calendar
Christmas - lasting 14 days	Thu 23 Dec 2027	Wed 5 Jan 2028	
Additional - lasting 2 days	Thu 10 Feb 2028	Fri 11 Feb 2028	
Spring - lasting 12 days	Mon 3 Apr 2028	Fri 14 Apr 2028	
Additional - lasting 1 day	Mon 1 May 2028	Mon 1 May 2028	
Additional - lasting 1 day	Mon 5 Jun 2028	Mon 5 Jun 2028	
Summer - lasting 43 days	Fri 30 Jun 2028	Fri 11 Aug 2028	

In-Service days

In-service description	Start date	End date	Add to your calendar
School in-service day - lasting 1 day	Mon 16 Aug 2027	Mon 16 Aug 2027	
School in-service day - lasting 1 day	Tue 17 Aug 2027	Tue 17 Aug 2027	
School in-service day - lasting 1 day	Fri 12 Nov 2027	Fri 12 Nov 2027	
School in-service day - lasting 1 day	Wed 9 Feb 2028	Wed 9 Feb 2028	
School in-service day - lasting 1 day	Tue 6 Jun 2028	Tue 6 Jun 2028	

Terms Dates (all dates are inclusive)

Holiday description	Start date	End date	Add to your calendar
Autumn - lasting 52 days	Wed 18 Aug 2027	Fri 8 Oct 2027	
Winter - lasting 59 days	Mon 25 Oct 2027	Wed 22 Dec 2027	
Spring - lasting 86 days	Thu 6 Jan 2028	Fri 31 Mar 2028	
Summer - lasting 74 days	Mon 17 Apr 2028	Thu 29 Jun 2028	

Applying for a school place

The online application process for enrolling a child in P1 in August 2026 has now closed.

If you need to apply for a school place, you should contact the school directly. To find out which primary school is your catchment school, use our **school catchment checker** and contact the school directly. A list of primary schools are available at **Primary schools**.

For further information and support, please email **education.services@fife.gov.uk**.

FAQs

For more information about choosing a school, the Scottish Government has produced a publication called '**Choosing a School**'. This provides guidance for parents on the placing request system.

School transport

Additional transport needs

Some children and young people need help to travel independently, due to additional support needs.

We provide help with transport if they are attending their catchment school and meet the following criteria:

- primary school pupils who live more than one mile away
- secondary school pupils who live more than two miles away

Only pupils who are attending their catchment school can qualify for help with travel assistance.

View our **catchment checker** for more information on your local schools.

If a pupil lives within these distances but has complex needs, they may also be considered.

It's your responsibility to look at all possible means of them getting to and from school. For example, walking to school, travel on public transport, or being taken by parents/carers/friends. We can only look at funded transport once all other options have been considered.

Requesting help with transport

We need a formal application from your school or education centre. We can work with them to look at the specific need for transport assistance and if it's likely to change over time. This will be an ongoing review.

Our **Home to School Transport Policy** can provide further information.

Help for looked-after and accommodated children and young people

Requests for help with transport will usually come from their social worker. They will submit an application on your child's behalf. You should contact them directly if you need any information.

Appealing our decision

If you are unhappy with a decision that has been made regarding eligibility/entitlement of travel assistance, this should be brought to the attention of your child's school.

The school may be able to resolve this with you directly, or can pass on any queries or complaints relating to the operation of assisted transport.

Our **complaints procedure** allows you to make an official complaint if you're unhappy with the response you've been given. This will be escalated to the appropriate service for action.

We, as a council, have a duty under Section 51 of the Education (Scotland) Act 1980, to make the arrangements we consider necessary for transport to and from school. The Act allows discretion on how this operates and includes provision of transport to pupils with Additional Support Needs (ASN), guided by the Education (Additional Support for Learning) (Scotland) Act 2004.

Related publications

- [Transport Request form LAC 2025-26](#)
- [Transport Request form LAC 2026 -2027](#)
- [Guidance on the safe transportation of wheelchairs](#)
- [Guidance on the safe use of wheelchairs and vehicle-mounted passenger lifts](#)
- [Guidelines for the school transport of looked after and accommodated children and young people](#)

School meals

Our primary schools offer two weekly menus that are available on alternating weeks. These menus have been designed to provide nutritious choices that ensure a balanced diet over the week.



How much does it cost?

All children in primary 1 to 5 receive free school meals.

Your child may get **free school meals** for primary 6 and 7. You must be on a low income or claim certain benefits.

Meals cost £2.75 for two courses. This includes:

- main course - variety of hot or cold options, with daily vegetarian or vegan options
- sides - freshly prepared vegetable crudites or salad
- choice of soup or dessert
- drinks - milk or water is provided with every meal
- fresh fruit is available to all pupils who have school lunch

We also provide meals during the school holidays, via **Café Inc.**

All **nutritional and allergen information** is available on our Wellbeing Portal. **Search for a dish name** to see all relevant information about each dish.

If your child has a **specific diet**, we may be able to arrange alternative options for them.

What's on the menu?

Week beginning 14 September

Key: (v - Vegetarian, ve - Vegan)

Week beginning 21 September

Key: (V - Vegetarian, Ve - Vegan)

How do I order?

Meals can be pre-ordered through the **iPayimpact app** or on the Smart Board in class. Set-up instructions will be provided by your school office.

You can order meals up to 4 weeks in advance.

How do I pay?

All children in primary 1 to 5 receive free school meals. There is no need to pay.

If you're paying for meals for your child in primary 6 or 7, you need to do this through the **iPayimpact** app.

Downloadable menus

- Primary menu 2026-27 - English (week 1)
- Primary menu 2026-27 - English (week 2)
- Primary menu 2026-27 - Gaelic (week 1 and 2)
- Primary menu 2026-27 - Polish (week 1 and 2)
- Primary menu 2026-27 - Punjabi (week 1 and 2)
- Primary menu 2026-27 - Romanian (week 1 and 2)
- Primary menu 2026-27 - Ukrainian (week 1 and 2)

Free school meals and clothing grants

Overview

We can provide free school meals and a school clothing grant if you are on a low income. The school clothing grant is £130 per child for primary school pupils and £160 per child for high school pupils.

Applications for the new school year (2026/2027) opened on 1 May 2026.

Next - How to qualify

Curriculum

Fife schools follow Curriculum for Excellence, a national framework which is providing our children with learning experiences and opportunities to prepare them for learning, life and work in a changing world. Children learn actively in eight different curricular areas following a curriculum designed by each school to reflect their particular needs and circumstances.

All schools follow the same principles in designing the curriculum, aimed at ensuring that children have the experiences and opportunities to become:

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

Literacy, numeracy and health and wellbeing are addressed throughout the curriculum and children's wider achievements are fully recognised and celebrated, reflecting the value given to wider learning and children's experiences out of school.

Children are fully consulted throughout their learning and in decisions about what they learn and how they learn it. There are opportunities throughout the school year for parents to receive information and be consulted upon the curriculum children are following, particularly in relation to more sensitive aspects of learning.

Religious and moral education is a core subject for all pupils attending primary and secondary schools in Scotland. Schools also provide opportunities for religious observance in order to promote the spiritual development of the school community. Parents can choose to withdraw their children from participation in religious education or religious observance. Parents wishing to do this should contact the headteacher. The school will make arrangements for pupils to participate in a suitable alternative activity.

Further information about the curriculum is available on the school website, and more general information regarding Curriculum for Excellence can be found at **Parentzone Curriculum in Scotland**, a national resource developed by Education Scotland on behalf of the Scottish Government.

During the school year a variety of After School Clubs run which children are encouraged to attend.

We encourage our pupils to be actively engaged in school life and children have the opportunity to be involved and express their opinions through a variety of forums; Parent Council (Infant, Junior and Senior) Eco group, charitable events, Open Afternoons for parents and carers.

Instrumental instruction

Children who show musical promise may qualify for instrumental instruction. The types of instrument offered by Fife Education and Children's Services are violin, viola, cello, double bass, clarsach, woodwind, brass, piano/keyboard, bass guitar, guitar, percussion, chanter and pipe band drumming. The type of instrument available differs from school to school and generally only one type will be available to children in a school.

More information about the music service is available at **www.fife.gov.uk/musicservice**

Tell the Headteacher if you do not wish your child to be considered for instrumental instruction.

Assessment and reporting

Assessment is a vital part of learning and teaching at all stages of a learner's education journey through the Broad General Education (BGE) Nursery to S3 and in the Senior Phase S4-S6. It should be an ongoing process and involve the learner making decisions about their next steps. This takes two forms: assessment that happens at the end of a block of learning that checks how much a child has understood (summative) and assessment that is continuous (formative).

Summative assessment

This is used to check how successful the learner has been at transferring skills taught across all areas of the curriculum. It is one way of gathering evidence for reporting to parents or measuring learners' progress and achievement. This supports the teacher to make professional judgements about a learner's progress when used alongside evidence gathered from formative assessment. Standardised assessments are also used when appropriate to gather evidence on their progress in comparison to a cross-section of children of a similar age.

Formative assessment

This supports our learners to know what they are learning, how they will recognise if the learning has taken place and what steps they can take to bridge the gap between what they know and need to learn by this process. Teachers are skilled in using a variety of techniques to formatively assess their learners' progress and take this into consideration when making professional judgements about successes and next steps for each learner.

Assessment evidence allows teaching staff to track the progress learners are making and to adapt their practice appropriately. This assessment evidence is then used to support learners who require additional support for learning or those who require additional challenge in learning. It is important that evidence gathered through assessment be used to improve learning and teaching in our school. We are committed to involving learners and their parents in learning and to reporting on the progress they are making.

In the Senior Phase (S4 – 6) continuous assessment is supplemented by formal examinations, at some levels, and practical tests/investigations. Much of the work of National Qualification courses is internally assessed by the school itself and forms part of the final award. In addition to Unit Assessments for National Qualifications, Preliminary Examinations take place in National 5, Higher and Advanced Higher courses. These give all learners the chance to practice sitting a formal examination which matches the 'real thing' closely, and it also gives them a formal diet of examinations which mirror the experience of final exams in April to June each year.

Reporting

It is very important to keep you informed of your child's progress at school. This allows you to have an understanding of your child's strengths and next steps in learning. Reporting takes many forms and is used to both give feedback on achievements and next steps and to create an agenda for discussion between learners and their peers, their teacher and with parents at formal parent meetings. When reporting on a learner's progress, this should be positive, specific, supportive and give a clear overview of learning progress. Feedback will be provided for parents at parents' meetings and in formal written reports. Formal written reports will be based on the various ways in which we report formally and informally throughout the school year. Reports provide an overall summary of progress, achievements and next steps in learning in line with Curriculum for Excellence.

Schools formally report to parents through our Parent-Teacher interviews twice a year. A written report is provided in June each year.

Feedback

Pupils will receive feedback from their teachers in a number of ways. Teachers and pupils will engage in learning conversations on a daily basis as they discuss experiences and achievements. Pupils may also receive feedback in the form of written comments in their jotters from their teacher and/or from peers. Feedback will be constructive, telling the pupil what they have done well and what they should do next to continue improvement. We encourage pupils to take note of feedback and to act on it.

Supporting children in school

Additional support needs

**Additional Support for Learning
Strategy**

Additional Support for Learning Strategy

Our Education Service has an **Additional Support for Learning Strategy**. It outlines priority tasks to help meet the needs of learners with additional support needs across all education establishments in Fife.

All children in Fife have the right to attend their local school. It's the role of the school to support all children, including those who may need additional support.

Supporting Learners' Service

Some children and young people need more support in school to help them to learn. Additional support may be needed for a short time or a longer period. A smaller number of pupils need additional support throughout their time at school. Additional support needs (ASN) can be present from birth or can occur at any point in their life. This could be for a number of reasons:

- the learning environment
- family circumstances
- health and care needs
- social and emotional factors

The kind of additional support we give is wide and varied and depends on your child. The Supporting Learners' Service can help schools to meet the needs of learners who have an ASN. The Supporting Learners' Service is made up of multiple teams.

Primary Enhanced Provision (PEP) and special schools

It may be that the local school is not always the best option for your child if they have additional support needs. The most appropriate schooling may be within an additional support needs class or a specialist school. Before a decision is made, we will work with you to ensure the best for your child.

Pupil Support Service

The Pupil Support Service is part of a multi-agency support team which help children who are experiencing significant challenges in their lives. We want to make sure education is available, regardless of personal circumstances. This includes supporting children who find inclusion in school and their communities problematic.

We have well-developed procedures to identify, assess and respond to the additional support needs of our children. We encourage everyone to be involved in any decisions. School staff work in close partnership with a range of other agencies to support children and young people.

If you have concerns about your child's progress or their additional support needs, speak to the Headteacher in your child's school.

You can also contact Enquire – the Scottish advice service for additional support for learning. Enquire offers independent, confidential advice and information on additional support for learning through:

- their website – www.enquire.org.uk
- a telephone helpline – [0345 123 2303](tel:03451232303)
- an email enquiry service – info@enquire.org.uk

Health care

Should your child be taking medicine or have a medical condition which might affect his/her school life, it is essential that you notify the school of the condition and its implications. This information will be treated in the strictest confidence to ensure the well-being of your child. Where necessary, an Education Health Care Plan will be developed for your child in consultation with you and relevant health services.

Should your child become ill or have an accident while at school that requires medical attention, we shall:

- try to contact you by telephone, if this is possible, or arrange for a message to be sent to you.
- telephone the health service, if necessary, and arrange for your child to be taken by you or someone else nominated by you for medical attention.

From time to time children are offered a medical examination or review by the schools Community Paediatrician or School Nurse from the School Health Service. These can be either routine examinations carried out for all children, or where a health concern has been identified. As parent/carer you will be notified in good time so that you may be present if possible.

School nursing service

Each school has access to the school nursing service. If you wish to contact your School nurse, speak to your school.

School-based Immunisation programmes

All pupils will be offered to participate in the Scottish school-based immunisation programme, which is led by Fife Health & Social Care Partnership in partnership with education.

Parents will be notified and invited to participate by the Centralised Immunisation Team when the age-appropriate immunisation programme is to take place within their child's school.

Child protection and safeguarding

Child Protection is everyone's job and everyone's responsibility

At all times, we keep the child/young person's best interests at the centre of any required actions or planning, and in almost all cases, liaise closely with the family.

Staff know to alert the Child Protection Coordinator(s) in the school immediately should they have a Child Protection Concern.

When the Child Protection Coordinator(s) are made aware of a concern, we do the following in most instances.

1. Talk to the child/young person.

This is usually our first step. The discussion is conducted sensitively to the child/young person, making it clear that any information they share is confidential unless they or someone they know may be in danger.

We take the child/young person's views into consideration in planning next steps and include them in any subsequent planning to keep them safe. If we have to share information with other agencies, we will discuss this with the child/young person wherever possible.

The child/young person is offered a quiet, safe environment if they are upset for as long as needed.

2. Contact the child/young person's family.

In almost all situations we include the child/young person's family early in order to support the child/young person so long as they are not part of the concern. In most instances a family member comes to school to support the child/young person if they are distressed.

3. Consider action & update appropriate agencies (Health Team etc).

The child/young person's guidance teacher is usually informed at this point and we look at appropriate supports for the young person and their family. This is done in conjunction with the child/young person and family.

Any safety planning or plans will include the child/young person's opinions and is monitored closely.

4. Record the concern.

We record the concern securely including the action we take and any monitoring required. The record is kept securely with access limited to the Child Protection Coordinator, Head Teacher and the child/young person's guidance teacher.

5. Plan and monitor over time.

The Child Protection Coordinator/guidance teacher will keep in close contact with the child/young person and manage any supports they require over time.

The Child Protection Coordinator will in almost all instances stay in close contact with the child/young person's family and plan jointly with them to identify supports.

6. In the event of a child/young person being in immediate danger, we contact the Public Protection Unit to liaise with Police and Social Work.

Parents/carers are always contacted unless doing so may put the young person at greater risk.

Worried about a child?

If you see behaviour that is of concern, or if a child/young person tells you something worrying, you need to do something about it and speak to someone.

You can speak to a teacher, health visitor, social worker or police officer.

However, if you think a child/young person has been harmed, telephone the Social Work Contact Centre on **03451 55 15 03**, from Monday to Friday, 9am to 5pm.

Out-with these hours, call them on **03451 55 00 99**.

You can call the police on telephone number 101, 24/7.

If you consider a child/young person to be in immediate danger, do not wait, call the Police on 999

What to say

Explain exactly what you have seen, heard or been told and what it was that concerned you.

If you can, keep a note of dates, injuries and the exact words used. These will help you give as much information as you can about the child/young person and their family/carer.

Let the person know if there are other things they should be aware of, for example, immediate risks for the child/young person or any other child/young person.

Will you need to give your name?

You can ask to remain anonymous but any information about you will be treated with care. Any details, including your name, will not be revealed unless the child/young person's safety requires it. Even if you do not give your name, enquiries can still be made into the child/young person's care and welfare. Withholding your name may make it more difficult for those looking into these concerns.

What will happen to the child/young person and their family?

When you contact a professional about your concern, unless the child/young person is in immediate danger, they will make some initial enquiries before taking action. They will check whether the child/young person is known to them and what information is held. All information will be treated seriously and acted upon as appropriate. This may lead to immediate action or a more planned response.

Should you mind your own business?

Many people do not tell because they fear that:

- the child/young person will be at further risk of harm
- that nothing will be done
- the child/young person would be taken away
- the family may find out who reported them · telling may ruin family relationships. In reality, it is best for everyone that action is taken early to identify any abuse before it gets worse. Long-term abuse is much more likely to cause problems for a child/young person as they get older. Even if you think an incident is just a one off, other professional agencies may already have concerns about the child/young person.

In Scotland, it is everyone's job to make sure children are OK.

Further information

Parental involvement

We pride ourselves on our good relationships between home and school, and we wish to continue this good practice.

There are many opportunities for parents to get involved in the life of the school on an occasional or regular basis. We often ask parents to help us by accompanying classes on outings or by coming to special events.

Twice a year, parents are invited into school to discuss their child's progress. We also have occasional open afternoons for the parents to look at and discuss their child's work that they have undertaken.

School policies

All our school policies reflect Fife Council policy and are currently under review to ensure they reflect the good practice in the school. Information about policies is available on request.

There is an A-Z Booklet of Information for parents, which is issued to all parents on their child's enrolment and is available to prospective parents on request. This booklet contains information about the school routines and policies.

Data collection

Fife Council uses the information provided by you to support your child during the course of his/her nursery and school career. The information will be used to communicate with parents/carers and children for the purposes of progress monitoring, supporting learning, career guidance, parent council elections, in emergency situations and to pass on other relevant advice.

The benefits of data sharing

Sharing information between partner agencies ensures integrated service provision which provides a positive contribution to the safety and well-being of children and young adults

Data sharing helps protect children and young people from suffering harm, abuse or neglect; ensure children and young adults with additional needs get the services they require; enable pupils to achieve their academic potential and attain their goals; and plan future services

Further information on how we use your information can be found on Fife Council's website **www.fife.gov.uk/privacy/education**

Devolved School Management Scheme

All local authorities have a Devolved School Management (DSM) Scheme, which sets out local authorities' financial processes for funding their schools. It outlines financial decisions that can be made in schools, including where the accountability and responsibility lie. Although the details of the scheme vary across local authorities, all local authorities use the same national guidelines. **Devolved School Management guidelines**