

Queen Margaret Academy



STRIVE FOR EXCELLENCE

Handbook 2023 -2024

Dalmellington Road Ayr KA7 3TL

Tel 01292 612020 email QMA.Mail@south-ayrshire.gov.uk



scottish credit and
qualifications framework

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Queen Margaret Academy is committed to the Scottish Credit and Qualifications Framework (SCQF) and developing the understanding and use of the SCQF across our whole school community. We are doing this by following the five pillars of the framework which are a Whole School Approach, Pupil Awareness, Parental Engagement, Pathway Progressions and Development of External Relationships.

Please following the below link to discover more:

<https://scqf.org.uk/>

SECTION A – General School Information

1. Introduction by Head Teacher

Dalmellington Road
Ayr KA7 3TL
Tel: 01292-612020
e.mail: QMA.mail@south-ayrshire.gov.uk
Website: www.queenmargaret.sayr.sch.uk



WELCOME TO QUEEN MARGARET ACADEMY

I would like to take this opportunity to welcome you and your child to Queen Margaret Academy. The following guide outlines some of the work of the school while our twitter, facebook pages and our website will give you regular updates of activities and events.

At Queen Margaret Academy we are an ambitious community of learning and faith where our young people are inspired, motivated and successful. We aim to offer a high quality education for all our young people in a distinctive Catholic context empowering them to maximise their talents and achieve.

Our faith is celebrated regularly through Masses and events, largely conducted by our liturgical committee, led by Fr Stephen Latham and supported by the wider staff body and local parishioners.

Fundamental to a school is a positive culture and ethos. Queen Margaret Academy have 6 values which we base our work:

- Community
- Ambition
- Responsibility
- Equity
- Faith
- Respect

Throughout a young person's time at Queen Margaret Academy we aim to support them in partnership with home and local parishes to become resilient individuals who will add value to our school and our community.

I look forward to working with you to support our young people in their journey through secondary school.

Yours sincerely

A handwritten signature in black ink that reads "O. Browne".

Oonagh Browne
Headteacher

Education Scotland visited in January 2019: finding that:

“Across the school within classes and around open areas, there is a calm, purposeful atmosphere, characterised by positive relationships between peers and with staff. This is sustaining a supportive climate for learning. Young people are respectful, motivated and keen to do well.”

Education Scotland 2019

<http://www.queenmargaret.sayr.sch.uk/news1/education-scotland>

2. A Charter for Catholic Schools in Scotland



Charter for Catholic Schools in Scotland



The mission of the Catholic school is to develop as a community of faith and learning, providing the highest quality of education, and offering formation through the promotion of Gospel values, through celebration and worship, and through service to the common good.

All Catholic schools in Scotland, in honouring Jesus Christ as the Way, the Truth and the Life, will feature the following characteristics:

- a commitment to the integrated education and formation of the whole person, in close partnership with parents as the first educators of their children;
- an inclusive ethos which aims to honour the life, dignity and voice of each person, made in the image of God;
- a commitment to the search for wisdom in life and to the pursuit of excellence, through the development of each person's unique God-given talents;
- a commitment to the spiritual formation of the school community, through the shared experience of prayer and liturgy, and in partnership with local parishes;
- the provision of religious education programmes which will enable young people to develop their understanding of Gospel values and of how to apply them to life;
- a commitment to uphold the moral teaching, faith tradition and sacramental life of the Catholic Church;
- a commitment to communicate Catholic social teaching and thereby to promote social justice and opportunity for all;
- a commitment to ecumenical action and the unity of Christians;
- the promotion of respect for different beliefs and cultures and for inter-faith dialogue;
- a commitment to support the continuing professional and spiritual development of staff.

All staff appointed to a Catholic school are expected to support and promote the aims, mission, values and ethos of the school, as illustrated in this Charter.

For more information, contact SCES. Tel: 0141 556 4727, email: mail@sces.uk.com or visit www.sces.uk.com

3. A Letter from the School Chaplain



In defining his role as school chaplain, my predecessor, Fr Philip Kitchen used the phrase “loitering without intent” implying, I think, that he had no intention other than that of being constantly surprised by the presence of God, the love of Jesus Christ and the sheer inspirational power of the Holy Spirit in the community he served Queen Margaret Academy.

I am delighted to have been asked to follow in Fr Philip’s footsteps. Like him, this will not be my first time at Queen Margaret, having spent five weeks on placement here as a student teacher in the maths and science departments. It was not as long or as illustrious as Fr Kitchen’s contribution to the school community but it was sufficient for me to appreciate the unique character and spirituality of the school community.

The role of chaplain, I think it to support the ongoing development of an atmosphere where every member of the school community can grow as individuals and in their understanding of the presence of God, as reflected in the school’s mission statement.

There are many ways in which chaplaincy can contribute to this: through supporting and encouraging the school’s pastoral care for the whole school, pupils, staff and parents, promoting and assisting with the planning of the celebration of liturgies and co-operating with others in developing the school as a Christian community.

While there is an invaluable link between chaplaincy and the RE department the work of a chaplain is not limited to any particular department nor indeed to working solely in the school. One of the roles of a chaplain is to develop links with the wider community, particularly with local churches.

I am looking forward to spending time in Queen Margaret’s, grateful for the opportunity together with all in the community to grow in our awareness of the presence of God, Father, Son and Spirit.

With every good wish and blessing,

Father Stephen Latham

*Father Stephen can be contacted through the school or at his parish
St Quivox, Prestwick Tel 01292 478068 or at stephen.p.latham@btinternet.com*

4. Educational Services – Directorate Objective

- Provide support to young people and adults to enhance their employment prospects
- Provide appropriate experiences, opportunities and support for young people in their communities
- Through Curriculum for Excellence (CfE) our children and young people are given opportunities to become successful learners, confident individuals, responsible citizens and effective contributors
- Ensure we secure continuous improvement in our schools
- Provide an appropriate level of personal support to all children and young people
- Ensure the delivery of appropriate proportionate and timely interventions in Children's Services, based on "Getting it right for every child" (GIRFEC)
- Develop and implement South Ayrshire's Early Years Strategy
- Develop effective ways of engaging and consulting service users to maximise opportunities to influence change
- Provide the service to meet the needs of children and young people at risk
- Provide a range of physical activity and leisure opportunities for all age groups
- Contribute to the delivery of the Child Health Strategy
- Ensure our schools are appropriately staffed by suitably qualified and experienced personnel
- Ensure service users within Educational Services are satisfied with the services delivered
- Ensure all schools and nurseries are accessible
- Ensure our school estate meets the needs of a 21st Century service
- Improve the profile of the Educational Services Directorate
- The strategic management of staffing in schools and nurseries meets our priorities
- Ensure the effective deployment of resources within Educational Services
- Achieve efficiencies in service delivery within Educational Services

5. Let's Talk Skills



Our Framework

- Is a common language for skills that is used across our school.
- A language that clearly and consistently describes skills to allow for shared understanding amongst pupils, staff, parents and partners.
- Is a resource that succinctly categorises and exemplifies the most common and relevant skills used by our pupils.

How it was Developed

- We audited the skills we believe we deliver as a school.
- We did this through consultation with teachers, parents, pupils and partners.
- During the consultation we decided the skills that were most important to our community.
- We agreed upon a set of skills and an agreed language of how these skills are articulated.

How our Framework helps

- A common language places importance on the skills being developed.
- Pupils will be more capable of articulating skills learned to teachers, parents, for further education and future employment.
- To help facilitate learner conversations and profiling activities.
- Pupils are able to see skills that are being developed across a number of subjects.
- Pupils can see a clearer link from school work to the world of work.



OUR VALUES AND AIMS



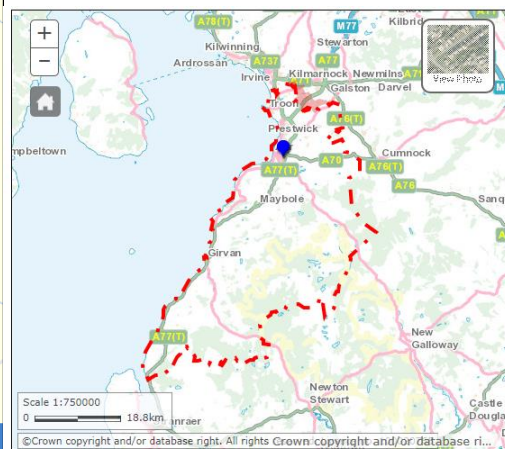
COMMUNITY | AMBITION | RESPONSIBILITY | EQUITY | FAITH | RESPECT

7. School Information

Name	Queen Margaret Academy
Headteacher	Oonagh Browne
Address	Dalmellington Road Ayr KA7 3TL
School Website	https://blogs.glowscotland.org.uk/sa/qmaac/
Telephone Number	01292 612020
Email address	QMA.Mail@south-ayrshire.gov.uk
Denominational status	Roman Catholic
Teaching by means of Gaelic language	Gaelic is not offered
Accommodation and capacity	800

Catchment map and area Queen Margaret Academy takes Catholic boys and girls from the district of South Ayrshire and from certain adjacent parts of East Ayrshire – a wide area which includes Ayr, Prestwick, Troon, Tarbolton, Dalmellington, Maybole and Girvan. The primary schools whose pupils normally transfer to QMA are:

St. Cuthbert's Primary School, Kirkland Street, Maybole	☎ 01655-885807
St. John's Primary School, Whitletts Road, Ayr	☎ 01292-612711
St. Ninian's Primary School, Adamton Road North, Prestwick	☎ 01292-473475
St. Patrick's Primary School, Academy Street, Troon	☎ 01292-690070
St. Xavier's Primary School, Carnshalloch Avenue Patna	☎ 01292-531279
Sacred Heart Primary School, Henrietta Street, Girvan	☎ 01465-716809



Details of the school's catchment area and street names are available for inspection at the school. Parents can also access them on the Council's web site at www.south-ayrshire.gov.uk Catchment map and area are available from the School Management Section, Educational Services, County Buildings, Wellington Square, Ayr, KA7 1DR. Useful links to additional information to be found in Appendix 2

8. School Staff 2023/24

Head Teacher: Mrs Oonagh Browne

Depute HT: Miss Jacqui McGhie - Mr Kevin Mallon – Mr Michael McGeough – Mrs Siobhan Semple

ART

Mrs Lesley Parham PT
Mrs Louise Taylor 0.4PT
Mrs Marie-Claire Mallinson
NQT Georgina MacDonald

COMPUTING /BUSINESS STUDIES

Mr Richard Scott PT of ICT
Mrs Concetta Soane
NQT Ms Marissa Reid

ENGLISH

Mr Keith Dunlop PT
Mrs Gayle Paterson PT Guidance
Ms Kari Thomson
Mrs Hazel Smith
Ms Rowan Parry
Mrs Jenna Oates 0.6ft
Drama Ms Charli Drever

SOCIAL SUBJECTS FACULTY

HISTORY/MODERN STUDIES
Mr Tony Campbell Faculty Head
Mrs Sarah Martin

GEOGRAPHY

Mr Gregor Hood
Mr Craig Barr

PT GUIDANCE – House

Mrs Gayle Paterson Assisi
Mr Ciaran Wood Galilee
Ms Karolyn Phillips Jericho
Miss Gillian Thomson Lourdes

HOME ECONOMICS

Ms Margaret Lamont PT
Ms Janice Smith

MATHEMATICS

Ms Sandra Sayce PT
Ms Julie Constantinou
Ms Gillian Thomson
Ms Gillian Pringle
Mr Paul Weaver

MODERN LANGUAGES

Mrs Susan Doyle PT
Ms Mary-Rose Johnson
NQT Ms Kelsey Crossan

MUSIC

Mrs Fiona McGugan PT
Ms Karolyn Phillips PT Guidance
Mrs Heather Burrell 0.5ft

TECHNICAL

Mr David Rush PT
Mr Neil McKay
NQT Mr Declan Hainey

PHYSICAL EDUCATION

Mr Craig Dewar PT
Mr Connor Oates PT Employ & DYW
Mr Kyle Campbell
Ms Caitlin McAusland
Mr Ciaran Wood PT Guidance
NQT Mr Adam Caldwell

RELIGIOUS EDUCATION

Mr Matthew Crammond PT
Mrs Irene McIntosh
Mrs Bernadette Ridley

SCIENCE FACULTY

BIOLOGY
Mr Stephen McLaughlin Faculty Head
Mrs Laura Chidwick
Ms Emily O'Hanlon 0.6

CHEMISTRY

Dr Nicola Wilson
Ms Catarina Alves

PHYSICS

Mrs Eleanor Walker

PUPIL SUPPORT

Ms Ruth Collins PT
Mr Scott Davidson
Mrs Jenny Inglis
Mrs Maxine Shankland
Mrs Irene Miller
Ms Natasha Smith

SUPPORTED LEARNING CENTRE

Mrs Pauline Hendry PT
Mrs Rosemary Mallon
Ms Ainsley Stewart
Mrs Bernadette Ridley (RE)
Mrs Victoria Gavienas
Ms Lynne Brook
Mrs Kirsty Roarty 0.6
Ms Rosie Souter
Ms Julianne Chester
Vacancy Outdoor Learning
Ms Dawn Greenan
Mr Neil Warrander Temp

School Assistants

Mrs Vicky Hunter
Mrs Jacqueline Mullan
Ms Jenny Meddings
Ms Louise Lyzaniuk
Ms Halima Campbell
Ms Tamara Millard
Mrs Jacqui McCutcheon
Ms Dorothy Pirry
Ms Melanie Leadbetter
Ms Evelyn Kelly
Mrs Pat Manderson
Ms Diane Greenwood
Ms Victoria Craig
Ms Amanda Harris
Ms Sara MacPherson
Ms Jane Barr

TECHNICIAN

Sheryl Napier and Alison Paterson SCIENCE
Mr Paul Holmes ICT
John Anderson TECH

ADMINISTRATION TEAM

Gaynor Kennedy (ATL Kyle/QMA)
Mrs Julie Porter (Admin Assistant)
Mrs Marion Dobbie (FT Clerical Assistant)
Term Time Clerical Assistants
Mrs Libby Blair (29hrs) Mon-Fri
Mrs Sonya Hunter (25 hrs) Mon-Fri
Mrs Jacqueline Gribben (17.5 hrs) Mon-Weds
Mrs Shonagh Allan (16 hrs) Weds/Thurs/Fri

LIBRARY

Librarian - Sarah Keirs
Librarian Assistant - Dawn Edmiston

JANITORS Tele: 284237 07973 769998

George Anderson, John Irvine
Alistair Gunning

CATERING Lesley Webb, Senga Burley,

Jemma Brackenridge, Jodie McGuire,
Elaine Cullen, Stephanie Thomson,
Dawn McMillan, Gillian Yeardley
Laura Thomson

DAY CLEANERS

Frances Dempsey, Jane Robertson,
Colleen McMahon

External Agencies




School Nurse Diane Irvine, Noleen Taylor
Campus Cop Amy Cuthill
Skills Dev Scotland Vincent Wright
EAL Katy Godden
Chaplain Father Stephen Latham
NHS Nurse Anne-Marie Loy
Counsellor Lauren Young Wishing Well Tues
Counsellor Headstrong Mark Long Weds
Counsellor Maria Berry Fri
PEF Care Exp Welfare Off Jennifer Wyper
The Ark Paul Wilson and Megan Cannell
Penumbra Christine Stewart
Automotive Frank Toner
Hairdresser Diane Quinn
D of E Kenny Bell, Duncan Sturgeon
Music Instructors - Scott Walker, Elaine Rietveld,
Elsbeth MacLeod, David O'Donnell, Phil
Stevenson, Paul Henderson, Gavin Welsh, Lorna
Davidson



9. Leadership Team

The Senior Leadership Team comprises the Head Teacher and three Depute Head Teachers

The function of the Senior Leadership Team is to assist the Headteacher in discharging her responsibility for the education and welfare of pupils and for the development and welfare of staff.

The areas of responsibility of each member of the Senior Leadership Team are:

Michael McGeough	Oonagh Browne	Jacqui McGhie
Depute Head Teacher S3 and S6	Head Teacher	Depute Head Teacher S2 and S5
		
Link Departments – Science, HE, Social Subjects and Modern Languages	Link Departments – PE and RE	Link Departments – Maths, English, ICT, and Technical
Strategic Leadership	Strategic Leadership	Strategic Leadership
2.2 Curriculum (learner pathways; skills for learning, life and work. 2.3 Learning Teaching and assessment 2.6 Transitions (16+) 3.2 Raising attainment and achievement (S1 & S4) 3.3 Increasing creativity and employability (digital learning)	1.1 Self-evaluation for self-improvement 1.3 Leadership of change 1.5 Management of resources to promote equity (including PEF) 2.7 Partnerships (parental engagement) 3.2 Raising attainment and achievement (strategic overview)	2.2 Curriculum (SQA and timetable) 3.2 Raising attainment and achievement (S3 & S6) 1.4 Leadership and management of staff (including professional update) 2.5 Family Learning
Additional Responsibilities Numeracy and Staff Absence Cover	Additional Responsibilities Health and Safety, and Chaplaincy	Additional Responsibilities Literacy and Pupil Voice

Kevin Mallon	Siobhan Semple
Depute Head Teacher S1 and S4	Depute Head Teacher SLC
	
Link Depts: Pupil Support and Guidance,	Link Depts: Supported Learning Centre, Art and Music
Strategic Leadership	Strategic Leadership
2.1 Safeguarding and child protection 2.4 Personalised support 2.6 Transitions (primary) 3.1 Ensuring wellbeing, equality and inclusion 3.2 Raising attainment and achievement (S2 & S5, SLC S1-S6)	1.2 Leadership of learning (CLPL) 2.2 Curriculum (SLC) 2.3 Learning Teaching and assessment 2.6 Transitions (SLC) 3.1 Ensuring wellbeing, equality and inclusion (SLC) 3.2 Raising attainment and achievement (SLC)
Additional Responsibilities Prize-Giving	Additional Responsibilities PRD

10. Guidance Team

Aims of Pupil Support

It is the aim of QMA's Guidance teachers to ensure that all pupils in our school community are happy, safe and achieving their potential.



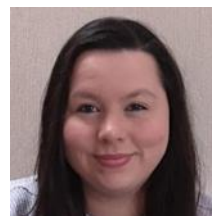
Mrs G Paterson
Assisi House



Mr C Wood
Galilee House



Miss K Phillip
Jericho



Ms G Thomson
Lourdes



Mrs R Collins
PT Behaviour/Learning Support



Mrs P Hendry
PT Supported Learning Centre

PSE

Following a range of self-evaluation activities, the establishment of a working group and our recent engagement event, we have implemented a new PSE curriculum. In BGE young people have one period of PSE per week and in Senior Phase there are five days per year. The curriculum focuses on the following themes

'Let's Talk... Your Future' - which is based upon employability and skills and preparing young people for life after school and into the world of work/training or further education

'Let's Talk... Staying Safe' - which is based upon positive relationships, sexual health and substance awareness/misuse

'Let's Talk... Positive Wellbeing' - which is based around promoting positive mental wellbeing and health, how to support yourself and others (friends and family) in their mental health, the benefits of regular exercise and sleep and strategies to assist with this

Provision for Additional Support Needs

Together Mrs Collins and Mrs Hendry lead the focus on supported learning across the school. Mrs Collins supports the needs of pupils in terms of learning and behaviour within curricular departments providing discrete and generic support and guiding staff, parents and pupils in how best to meet additional support needs. Mrs Hendry leads the Supported Learning Centre.

The School Year and School Hours

Term	Break	Dates of Attendance	Cumulative Working Days	
First	Mid Term	(Inservice)	Thurs 17 Aug 2023	85
		(Inservice)	Fri 18 Aug 2023	
		Pupils return	Mon 21 Aug 2023	
		<i>local holiday</i>	Fri 22 Sept2023	
		<i>local holiday</i>	Mon 25 Sept2023	
		Close	Mon 13 Oct 2023	
		(Inservice)	Tues 23 Oct 2023	
		Re-open (Pupils)	Fri 24 Oct 2023	
		Close	22 Dec 2023	
Second	Mid Term	Re-open	Mon 8 Jan 2024	143
		Close	Fri 9 Feb 2024	
		<i>local holiday</i>	Mon 12 Feb 2024	
		(Inservice)	Tues 13 Feb 2024	
		Re-open (Pupils)	Wed 14 Feb 2024	
		Close	Thurs 28 Mar 2024	
Third		Re-open	Mon 15 Apr 2024	195
		Close	Wed 1 May 2024	
		(Inservice)	Thurs 2 May 2024	
		Re-open (Pupils)	Fri 3 May 2024	
		<i>May Day</i>	Mon 6 May 2024	
		<i>local holiday</i>	Fri 24 May 2024	
		<i>local holiday</i>	Mon 27 May 2024	
		Close	Fri 28 June2024	
	Session 2024/25	(Inservice)	Fri 16 Aug 2024	
		(Inservice)	Mon 19 Aug 2024	
		Pupils return	Tues 20 Aug 2024	

NB Good Friday: 29 March 2024

* Please note that the September weekend is provisional subject to confirmation of the date of the Ayr Gold Cup

Pupil's attendance will be 190 days after deducting 5 in-service days.

33 period week for Secondary School pupils

School starts at 8.45am and on Monday, Tuesday and Wednesday finishes at 15.30.

On Thursday and Friday, school finishes at 14.40. This is shown in the following table:

	Monday	Tuesday	Wednesday	Thursday	Friday
Start	8.45	8.45	8.45	8.45	8.45
Lunch	13.10 – 13.50	13.10 – 13.50	13.10 – 13.50	12.20 – 13.00	12.20 – 13.00
Finish	15.30	15.30	15.30	14.40	14.40

12. Enrolment

The main enrolment exercise for primary 1 takes place in January when pupils register for education. At all other times parents should contact the school office and make an appointment to meet the Head Teacher (unless you are making a placing request, see section (Choosing a School)).

Pupils who attend one of the associated primary schools will normally be enrolled through the primary school. Parents of pupils attending other primary schools outside the normal catchment area may make a placing request for enrolment at Queen Margaret Academy. During the latter they follow a sample timetable and are introduced to their new surroundings. Transitions with primary school are ongoing from P5.

Additionally, parents of pupils in Primary 7 are invited to an Introductory meeting before January and are invited again as new First Year parents four weeks into the new school year for an early check on how things have gone for their children in the first fortnight of their secondary career.

Guidance staff visit all the primary schools to meet the pupils. Parents wishing to enrol children at other times in the year should telephone the school and make an appointment to see the Headteacher.

P7 PUPILS DURING TRANSITION DAY



SECTION B – Teaching and Learning

1. Curriculum for Excellence

Curriculum for Excellence has been implemented across Scotland for all 3-18 year olds – wherever they learn. It aims to transform Scottish education, **raise standards of achievement**, and provide young people with the skills, knowledge and attributes they will need for learning, life and work in the twenty first century. This is encapsulated in the aim to improve the life chances of every young person in Scotland and develop their four capacities as: successful learners, confident individuals, responsible citizens and effective contributors.

Curriculum for Excellence enables professionals to teach subjects creatively, to **work together** across the school and with other schools, to share **best practice** and explore learning together.

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 the change is smooth and

builds on what they have learned at each stage. They will ensure that children continue to work at a pace that is appropriate for them but which also challenges and supports them to achieve their very best.

Curriculum for Excellence balances the importance of **knowledge** and **skills**.

Every child is entitled to a **broad general** education, whatever their level and ability. Every single teacher and practitioner will be responsible for **literacy and numeracy** – the language and numbers skills that unlock other subjects and are vital to everyday life. All teachers are also responsible for the health and wellbeing of children and young people.

Curriculum for Excellence develops **skills** for learning, life and work to help young people go on to further study, secure work and navigate life. It brings real life into the classroom, making learning relevant and helps young people apply lessons to their life beyond the classroom. It links **knowledge and skills** in one subject area to another, helping children understand the world and make connections. It develops skills so that children can think for themselves, make sound judgements, challenge, enquire and find solutions.

All pupils are entitled to personal **support** to help young people fulfil their potential and make the most of their opportunities with **additional support** wherever that's needed.

Ultimately, Curriculum for Excellence aims is 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.

2. The Core Curriculum

The Broad General Education is the stage of education from age 3 to the end of S3 (age 3 to 15), covering a wide range of knowledge, skills and experiences that young people can draw on across their learning and lives. At Queen Margaret Academy, learning is delivered through curriculum areas with specialist teachers for different subjects. This provides a strong foundation for choosing and specialising in subjects for National Qualifications in the Senior Phase.

The subjects that make up the Broad General Education are shown below:

English, Maths, RE, PE, French, Art, Music, Science, Social Subjects, Home Economics, Computing, Business and Technical.

All pupils undertake study of Religious Education (RE), Personal and Social Education (PSE) and Physical Education (PE) throughout their secondary schooling.

With Curriculum for Excellence, S3 is regarded as part of a learner's broad general education (BGE). This means they have been studying a wide range of subjects from across the 8 curricular areas (**expressive arts, health and wellbeing, languages (including English and modern languages), mathematics, religious and moral studies, sciences, social studies and technologies**).

As they prepare to enter the senior phase, pupils will experience a narrowing of the curriculum by studying Maths, English and 4 additional subjects. These S4 courses will lead to SQA certification at mostly National 4 or 5 level. We strongly recommend that S4 choices are based on what pupils have studied in S3 in order to avoid gaps in their learning.

As previously stated, these choices should be part of a 3 year plan and pupils should think carefully about the opportunity for progression in S5, college or employment. In addition to their choices, pupil will receive additional periods of core RE, PE and PSE.



S4 into S5

As part of South Ayrshire's '6-6-6' model, pupils will again choose six subjects as they move into S5. In most instances these choices will be a progression from courses studied in S4. English is compulsory in S5 and most pupils will be encouraged to continue their studies in Maths to gain at least a level 5 qualification (NB this does not have to be National 5 Maths as Personal Finance is also available at level 5).

In most instances, the maximum number of courses a pupil would study at Higher level would be five. Pupils should be mindful that the jump to Higher is significant in terms of workload and level of difficulty so it's important that they do not spread themselves too thinly and consider their own wellbeing. This also allows pupils to choose an additional National 5 (most likely from a course studied in S3) or consider a wider achievement opportunity to complete their timetable.

In addition to their choices, pupil will receive additional periods of core RE and PE as well as PSE inserts at key points in the year. Pupils moving into S5 may also wish to consider a Foundation Apprenticeship (FA). Further information on FAs are contained later in this booklet.

Advice on suggested progression routes has been outlined below:

National 4 → National 5 **OR** National 4 in another subject to create a greater breadth a learning **OR** Level 4 course from schools-college partnership.

National 5 (Grade C) → National 5 (repeat to improve grade) **OR** National 5 in another subject to create a greater breadth a learning → **OR** Level 5 course from schools-college partnership.

National 5 (Grade A or B) → Higher **OR** National 5 in another subject to create a greater breadth a learning **OR** Level 5 course from schools-college partnership.



By the time pupils move into S6, they should have a clearer idea of their chosen leaver destination and what they need to achieve this. For pupils who have secured an A or B at Higher level, they may wish to consider continuing their studies at Advanced Higher level. Please note that not all AH options are available within QMA but most can be accommodated through consortium arrangements (i.e. pupils will study the subject at another South Ayrshire secondary school). Please note that other suggested progression routes are listed above in the S4→S5 section.

So much of the modern 'S6 experience' extends beyond the classroom and we would encourage pupils to consider some of our wider achievement, volunteering or college options to help develop a range of skills for life and work. It is also an opportunity for pupils to 'give something back' by organising fund-raising events; joining committees; or taking leadership roles such as prefect or buddy. This also gives our pupils more to talk about when it comes to applications for university, college or employment.

Learner pathways

It is important that young people see the senior phase (S4-S6) as a 3 year plan. Regardless of when they intend to leave school, pupils should be looking ahead to allow for progression and career planning. For pupils who are clear on their chosen career path, subjects should be chosen in a way that helps them to develop skills and gain knowledge that will prepare them for college, university or employment in their chosen field. It is also beneficial to consider some wider achievement options and/or work experience that will help to supplement their SQA qualifications. For pupils who are unsure of what the future holds, we would encourage them to consider a selection of subjects that will develop a range of skills for life and work.

Courses Available in Other Schools

Informal arrangements are made for S5 and S6 pupils to travel to other schools in their area or to a further education college to study modular and other courses which are not offered in their "home" school. The local group of schools and college includes Ayr and Kilmarnock Colleges and the 7 other local Academies – Ayr, Belmont, Carrick, Girvan, Kyle, Marr and Prestwick.

We have well established links with UWS and Ayrshire College where young people access a wide variety of learning opportunities through the college school partnership.

A copy of the most recent S5/S6 year option sheet is included in this Handbook.

Please note that not all Higher subjects can always be continued to Advanced Higher Grade in this school; rarely, but on occasion the course may have to be taken in a neighbouring academy, just as on occasion, students from neighbouring academies request to come to this school.

Supported Learning Centre

The Supported Learning Centre in Queen Margaret Academy is a local authority provision for South Ayrshire Council. Our provision provides for up to 52 young people who have a range of complex additional support needs. The staff in the base are involved in supporting pupils in making academic progress through the school system, as well as promoting the acquisition of social, organisational and independent living skills.

The Queen Margaret Academy Supported Learning Centre is a nurturing environment. We aim to provide all our students with the education they deserve and the nurture they need, in order, they achieve the best possible outcomes, academically and beyond.

The Supported Learning Centre (SLC) provides a bridge between home and school, a warm, welcoming and friendly environment where students feel emotionally safe and secure, but where attending classes within the rest of the school is fully supported. Structures, routines and modelling of positive relationships are essential components of the SLC.

Participating in a wide range of activities within the SLC, with the emphasis on relationships, students will be more able to face the challenges of everyday life, to solve problems and to tackle new experiences. Praise, positive reinforcement and the recognition and celebration of wider achievements are daily occurrences.

Some pupils will, with appropriate support, access parts of the mainstream curriculum, while others may spend more time being taught in the base. The children benefit from social integration and inclusion in the community life that mainstream school offers.

3. Opportunities for Wider Achievement

Clubs and Activities

A wide variety of clubs and activities are organised on a voluntary basis by staff and parents for pupils, both during lunchtimes and outside school hours. These may include:

Badminton	Eco Group	Maths Tutorials
Basketball	Exhibition visits	Gym Class Heroes
Bass & String Group	Educational Visits	Public Speaking Club
Choirs	DoE Awards	Rugby
Concerts	Football	Skiing
Dances and Discos	Foreign trips	Volleyball
Drama Club	Life Group	Table Tennis

Feast of St. Margaret

The feast day of our school's patroness, Queen Margaret of Scotland, is celebrated on The Wednesday in November each year. It is a tradition in Queen Margaret Academy to mark this date with a day of special activities.

During the morning, a Mass is celebrated in the Games Hall by the whole school, led by School Chaplain Fr. Stephen Latham, with other priests from local parishes in attendance.

Music for the mass is provided by the Music Staff and their pupils, with our Chaplaincy team supporting volunteer pupils in devising and providing appropriate liturgy.

Throughout the remainder of the day the pupils are involved in recreational activities, eg in local sports centres, cinemas and activities within the school.

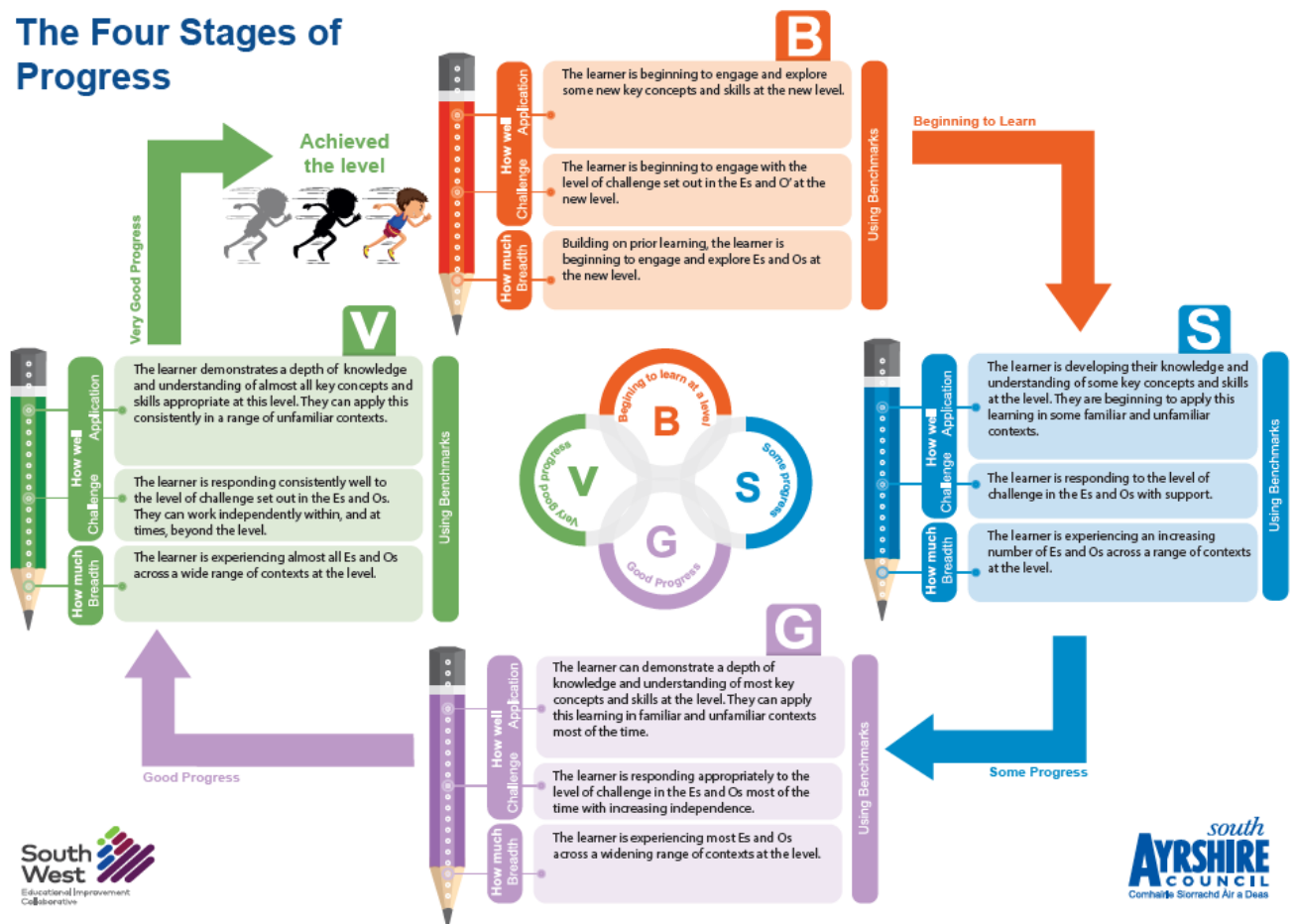
5. Assessment and Reporting

Assessment is a central part of everyday learning and teaching for children and young people. Teachers gather evidence on an ongoing and informal basis through asking questions, observing children working together and making comments on their work. Children may assess their own work or that of their classmates. Some assessment is more formal, such as projects, investigations, case studies and tests. The assessment of children's progress throughout primary school and in secondary S1–S3 is based partly on teachers' views: their "professional judgement". In making these judgements, teachers draw on their professional knowledge and understanding of the child using a very wide range of assessment information including standardised assessments.

The professional assessment judgements of teachers are expressed in terms of a child or young person's progress within and through levels. Most children are expected to have achieved the early level by the end of P1, first level by the end of P4, second level by the end of P7 and third level by the end of S3. Many will achieve fourth level by the end of S3.

All schools in South Ayrshire Council have been using standardised assessments, along with a range of other assessment information for several years, to monitor the progress of individual learners and support their learning. From August 2017, new national standardised assessments (SNSA) were introduced in all schools in Scotland. These assessments will provide an additional source of nationally consistent evidence for teachers to use when assessing children's progress.

The Four Stages of Progress



Scottish National Standardised Assessments

Every child in S3 will undertake national assessments covering some aspects of reading, writing and working with numbers. Assessments will be completed online and will be automatically marked by the online system, giving teachers immediate feedback to help children progress. The assessment will be used to help teachers understand how well your child is progressing with his or her learning and to plan next steps. There will be no pass or fail.

The exercise in the tests are adaptive to your child's response and offer an evaluation of your child's skills in these key areas. In other words, the system is designed so that if a child is struggling with the questions they will get easier, and if a child is doing well the questions will become more challenging.

A time limit of 50 minutes for each assessment has been set. This is an absolute maximum to ensure that no child feels an unnecessary time pressure when undertaking the assessments. Your child will not be expected to take assessments covering reading, writing and working with numbers in one sitting. In South Ayrshire, national standardised assessments take place when the teacher feels it is appropriate. The assessments will as far as possible, accommodate the needs of children who require additional support.

Most departments use a system of continuous assessment, which means that pupils are tested using formative and summative assessment throughout the year. This may take the form of unit tests, classwork, key homework pieces, folios of work, video and audio recordings and /or practical tasks and creations for assessment.

Under Curriculum for Excellence most, but not all, pupils will come to secondary school having achieved Level 2 and they will work on Level 3 skills, outcomes and experiences.

Over the course of the next three years teachers will assess and report their levels using the terms:-

By the end of S2 many, but not all, pupils will have completed many of the outcomes and experiences of Level 3 and they will be ready to experience aspects of Level 4 which will lead them towards National 4 or National 5 qualifications at the end of fourth year, equivalent to General Standard Grade and Credit Standard Grade respectively.

Senior School: S4-S6

Learning in the Senior Phase is assessed using procedures and processes agreed by the Scottish Qualifications Authority or other awarding bodies.

The progress of individual learners is tracked and monitored during the session.

Timing of Examinations:

Fourth Year	Preliminary Examinations National 5	December
	Deadline for Internal Assessment	March
	SQA Examinations	April/June
Fifth and Sixth Years	Preliminary Examinations	December
	SQA Examinations	April/June

Reporting:

Parent/Carer evening and reports calendars are released at the start of each session
[important_dates_for_parent_carer_2023.24.pdf](https://www.queenmargaret.sayr.sch.uk/important_dates_for_parent_carer_2023.24.pdf) ([queenmargaret.sayr.sch.uk](https://www.queenmargaret.sayr.sch.uk))

6. School Improvement

	Stage	2018-19	2019-20	2020-21	2021-22	2022-23
5+ awards @ Level 3	S4	90.4	82.7	76.0	76.7	90.5
5+ awards @ Level 4	S4	83.7	79.8	75.0	75.9	86.2
5+ awards @ Level 5	S4	50.0	47.1	47.1	30.2	35.3
1+ awards @ Level 6	S5	62.8	68.3	66.3	54.8	53.4
3+ awards @ Level 6	S5	42.6	50.0	46.2	36.5	27.6
5+ awards @ Level 6	S5	26.6	32.7	25.0	21.2	7.8
1+ awards @ Level 7	S6	28.6	33.0	24.0	19.2	22.1

7. Support for Pupils - Additional Support Needs

Additional Support for Learning

South Ayrshire Council has duties outlined in the Standards in Scotland's Schools etc Act (2000), and the Education (Additional Support for Learning) (Scotland) Act 2004 (As amended). These include the production of a policy for additional support needs; authority arrangements for identification and assessment of additional support needs; preparation of plans (including a CSP where appropriate); maintain and review additional support needs on an ongoing basis. South Ayrshire Council is committed to a policy of inclusion to carry out these duties of support. The authority is also committed to maintaining a range of specialist establishments and services to support the whole continuum of needs.

What are additional support needs (ASN)?

Some children and young people need extra help in school to make progress. It is the duty of the education authority to support all children and young people with additional support needs. Children and young people may need help with their reading or writing; to make sure they can get into and around the school; or to support their learning through difficult family circumstances. Additional support needs can last for any length of time. Further examples of situations where additional support may be needed for a child or young person who:

- has a learning difficulty;
- is highly able ;
- has emotional or social difficulties ;
- is bereaved ;
- is deaf or blind;
- is being bullied ;
- is not attending school regularly ;
- is 'looked after' by the local authority.

How do we make sure we can meet the additional support needs of pupils in South Ayrshire?

All children and young people may need additional support at some point to help them make the most of their education. Most children are supported through their own class teacher and appropriate class based strategies and supports.

If a pupil needs more help than the class teacher can provide, then a process of providing the right support begins. We call this staged intervention. Staged intervention is our way of assessing, identifying and then providing the necessary additional support and/ or strategies for a child or young person.

Staged intervention can be broken down into the following stages:

Stage 1 - In class support

Where additional supports can be delivered through the use of class based strategies/interventions.

Stage 2 – In school support

Where a child's additional support needs require intervention from a specialist teacher (e.g. Additional Support for Learning staff) or targeted support from a School Assistant they will be deemed to be supported at Stage 2. An action plan should be created and reviewed.

Stage 3 - Additional support from a service that is universally available

Where support for a child's Additional Support Need cannot be met solely through school based interventions the school and family may seek support from other universal services. The Pupil Support Co-ordinator or named individual for that establishment will contact the appropriate service/agency to discuss/identify what supports are universally available to meet the identified wellbeing need. **Consent from parents and child (12+) will be sought prior to a request being made.** An Action plan will be created and formally reviewed.

Stage 4 - Specialist help from a multi-agency team

At this stage a **wellbeing assessment** will be completed. The Pupil Support Co-ordinator or named individual for that establishment will contact the appropriate multi-agency team, and work in partnership

with parents and learners to discuss/identify what targeted supports are required to minimise the barriers to learning.

A team around the child meeting (TAC) will be convened to determine how agencies can provide support.

All children at Stage 4 will benefit from **at least one targeted support**. Further universal supports may also be part of the support provided to children at this level.

Coordinated Support Plan (CSP)

For a small number of children or young people, a Coordinated Support Plan (CSP) may be needed. This is prepared when there is 'significant' involvement from professionals from one or more agencies out with education that will last for longer than 1 year. For further information see www.enquire.org

Supports available

Educational Services have developed a range of enhanced services to help meet the identified needs of children and young people. These services assist establishments in responding to the additional supports required. These can be accessed throughout the staged intervention process. These supports include:

- Psychological Services;
- Peripatetic Services e.g. Visual Impairment and Hearing Impairment;
- Home Link Team;
- Looked After and Accommodated Service;
- Learning and Inclusion Team;
- School Support Assistants;
- Additional Support for Learning Teachers;
- Home Tutoring;
- Outreach services from Specialist Centres
- Counselling Services for children over 10

Educational Services will also access support, where appropriate, from colleagues within the Health and Social Care Partnership in order to address a range of concerns. Where necessary, establishments can access advice and direct support from e.g. Speech and Language Therapy, Occupational Therapy and Physiotherapy.

Getting it Right for Every Child (GIRFEC)

The Children and Young People (Scotland) Act 2014 introduces an approach for all children's services to work together to meet every child's needs. The '**Getting it Right for Every Child**' (known as GIRFEC) Practice Model is an assessment and planning framework which centres on the individual and specific needs of each child. Every child under the age of 18 is entitled to have a **Named Person** who should be available to help and support the child and do whatever is necessary to promote, the child's wellbeing.

All children have rights in terms of the UNCRC to be safe, Healthy, Achieving, Nurtured, Active, Respected, Responsible and Included (sometimes referred to as SHANARRI indicators'). All assessments of 'wellbeing' needs or what support and help is needed for a child will take account of these SHANARRI indicators.

If a child needs help or support the Pupil Support Co-ordinator or Named Person for that establishment along with parents/carers and the TAC will assess the child's wellbeing. If the child is receiving additional support or assistance in school or from other services (for example from social work; health services or 3rd sector charity partners) then in consultation with parents/carers the Team Around The Child will assess whether there are any wellbeing needs and if necessary, review the Child's Plan.

How can parents help to support children and young people with additional support needs?

As parents/carers, you will be fully involved in both the assessment of your child's needs and the plan of any outcomes detailed on your Child's Plan. Parent's and children's views should be taken into account and recorded through the Child's Assessment and Plan. Opportunities are also given by South Ayrshire Council to parents/carers to contribute to policy and procedure development including the Additional Support for Learning Parents Forum, engagement during improvement visits and consultation on the Children's Service Plan.

Parents should be fully aware of and be involved in the arrangements to support their children. They can bring supporters or advocates to any meeting at school to discuss their child.

What role do children and young people play?

All children and young people will have the opportunity to make their views known about decisions that affect them. Children and young people's views should be taken into account and recorded through the Child's Assessment and Plan. They will be encouraged to take part in any meeting where people are discussing their additional support needs. They will help to set their own targets and to review these.

How can parents make requests for assessment?

Assessment is a process of gathering information to inform and direct strategy and intervention to support a child's additional support needs. It should take account of a child's strengths and areas of difficulty. Assessment can take the form of observations, samples of work, specific assessment tools, discussions with staff involved with children, discussion with parents, etc

As a parent or carer you will be fully consulted and kept informed at all stages of the assessment process by the Pupil Support Co-Ordinator or Named Person.

The Education (Additional Support for Learning) (Scotland) Act (2004) makes sure that parents or young people can ask an education authority to arrange for an assessment or examination. The request can be for an educational, psychological or medical assessment or examination. Requests for assessment must be in writing or some other permanent form which can be referred to in the future. The request should contain the reasons for the request and the education authority must meet this request unless it is unreasonable. Parents can expect a response to such requests within four weeks and will be notified of the person in the authority who is dealing with the request. These requests should be sent to the Inclusion Co-Ordinator.

What can parents do if they don't agree with the authority?

Initially parents should discuss their concerns with the head teacher of their child's school. If this is not possible, parents can also speak to Quality Improvement Officer for their child's school.

Parents can also use 'Listening to You'. This is an online service which allows you to log concerns and complaints. See www.south-ayrshire.gov.uk/listeningtoyou

If the above has been exhausted there are more formal avenues to resolve concerns and disputes including mediation, appeals and tribunal processes. Information on these will be available in schools and also from the education authority.

Where can parents get support and information relating to additional support needs?

If parents and young people are still unhappy at the decision, then they should be assisted to know their rights to seek alternative methods of resolving the matter, through mediation, for example or to make a reference to the Additional Supports Needs Tribunal for Scotland. Telephone numbers and webpages are listed below:

Quality Improvement Manager

County Buildings
Wellington Square
AYR
KA7 1DR
Tel: 01292 612504

Principal Educational Psychologist

Queen Margaret Academy
Dalmellington Road
Ayr
KA7 3TL
Tel: 01292 612819

Co-ordinator (Inclusion)

Educational Services
County Buildings
Wellington Square
Ayr
KA7 1DR

Tel: 01292 612426 or 612292

Enquire

Scottish Enquire helpline: 0845 123 2303

Textphone: 0131 22 22 439

Email: info@enquire.org.uk

Enquire, the Scottish advice service for Additional Support for Learning provides free, independent and impartial advice through its helpline.

Scottish Child Law Centre

54 East Cross Causeway

Edinburgh

Midlothian

EH8 9HD

Tel: 0131 667 6333

Email: enquiries@sclc.org.uk

The Scottish Child Law Centre provides free legal advice and information for and about children and young people.

Resolve

Children in Scotland

5 Shandwick Place

Edinburgh

EH2 4RG

Tel: 0131 222 2456

Advocacy Service

Circles Network

2 Bridge Street

Ayr, KA7 1JX

Tel 01292 285372 or 07557 150035

Website South Ayrshire – Circle Network

8. Psychological Services

Educational Psychologists have five key elements to their service delivery including:

- Consultation and advice;
- Assessment;
- Intervention;
- Research and training;
- Policy development;

These services can be delivered at different levels, including the level of the child, the school or the local authority. For example, the Educational Psychologist can work with school staff and parents/carers to assess a child's strengths and areas of development, as well as work directly with a child/young person to provide support. They can also work with school staff to support them to develop policies and interventions that will benefit all of the children in a school such as relationship-based policies, teaching and learning, etc.

The Educational Psychologist will work collaboratively with many different people to improve the educational outcomes for children and young people. Much of their work involves consulting and working through others, especially those who see the child/ young person on a regular basis such as school staff and parents/ carers.

The Psychological Service works within South Ayrshire's staged approach to supporting young people with additional support needs. The first stage of the process involves support at the classroom level by class teachers and other support staff based within the school. If a school wish to consult with the Educational Psychologist regarding a child, school staff will ask parental permission first. Once this is

provided, the school will keep the parent or carer up to date with discussions. If the child or young person is then formally referred to the service, parents will be involved in discussions.

If a parent wishes to request the involvement of an Educational Psychologist, they should discuss this initially with staff at their child's school. This could be their child's class teacher or the school's Pupil Support Coordinator. The school can then consider what preliminary assessments and interventions may be required to support your child. If further advice or intervention is required schools can arrange a consultation with the school's educational psychologist. See the service's website for further details on what a parent can expect from a consultation with an educational psychologist.

Educational Psychologists maintain a note of young people's names who have been discussed with them and will only open Psychological Service case files if a formal referral has been received and accepted. Parental permission is sought prior to opening a Psychological Services case file.

Further details on the service can be found on their website: www.eps.south-ayrshire.gov.uk

Information Sharing

In South Ayrshire educational establishments /schools we work closely with partner services including in health, social work, police, Children's Reporter, 3rd sectors and charities to ensure that children and families receive the help and support they need as quickly as possible. To improve the quality of the services we all provide, we may wish to share information about your child. You may therefore be asked for your agreement to share this information with relevant services. You have a choice about whether or not your child's information is shared and have the right to refuse to give your consent, in most cases.

In exceptional cases, where we consider that any child is at risk of harm, we may share information, without consent to protect them. All members of staff working in South Ayrshire educational establishments /schools are trained to follow child protection procedures.

If you would like further information please refer to the Ayrshire GIRFEC website: <http://www.girfec-ayrshire.co.uk/home/> and the Guide to information Sharing for parents/carers in Ayrshire and Arran. <http://www.girfec-ayrshire.co.uk/wp-content/uploads/2014/08/GIRFEC-Parents-and-Carers-e-guidance-June-2017.pdf>

10. Child Protection

Procedures and guidance are important but cannot, in themselves, protect children; a competent, skilled and confident workforce, together with a vigilant public, can. School staff provide support to children and young people in their daily work and have a vital role to help protect them from harm. School staff help keep children and young people safe and well by:

- helping them learn about their personal safety, including internet safety;
- being a trusted adult who children and young people may turn to for help, and who will listen and take them seriously;
- identifying when children and young people may need help; and
- understanding the steps that must be taken when there are concerns for children's and young people's safety.

The school has a Child Protection Co-ordinator (Mr Kevin Mallon, Depute Head Teacher) who will lead on the school's response to concerns for children's and young people's safety and where they may be at risk of significant harm. If Mr Mallon is not available Mrs Browne Head Teacher should be informed. The Authority has a designated officer for Child Protection who will ensure schools work effectively to keep children safe and well.

If you have any concerns about the safety and wellbeing of a child or young person, including a 'gut feeling', that something is not right, talk about this to the school's Child Protection Co-ordinator or another member of staff.

11. Planning for Progression

Secondary schools have a curriculum framework for all young people from S1 to S6:

- The S1-3 curriculum is based on the Curriculum for Excellence

This design incorporates the principles of breadth, balance, coherence, continuity depth, personalisation, progression and relevance, while allowing choice of subjects within modes.

In S4-6, most students will pursue a more specialised course related to their personal interest, future employment, or entry to further or higher education.

Curriculum for Excellence includes experiences and outcomes which indicate expectations for learning and development from 3-18 across eight curricular areas:

Expressive Arts	Religious and Moral Education
Language and Literacy	Sciences
Health and Wellbeing	Social Studies
Mathematics and Numeracy	Technologies

The entitlements of the new curriculum for all children and young people, outlined in 'Building the Curriculum 3 – A Framework for Learning and Teaching', are as follows:

- a broad general education across all eight curricular areas from early years through to S3
- a senior phase beyond S3 which provides opportunities to obtain qualifications while continuing to develop the four capacities
- support in moving into positive and sustained destinations beyond school.

12. Religious and Moral Education



Religious Education and Observance

Religious Education is an integral and indispensable aspect of the total education of young people and therefore has a very important place in the life and work of our school. Queen Margaret Academy is a Catholic School and the formation of Catholic principles and attitudes is fundamental.

The Aim of Religious Education

The general aim of Religious Education within a Catholic School is to foster and deepen the faith of the pupils in order that they can develop a commitment to, and have a personal relationship with, God.

Organisation

The RE Department within the school consists of a Principal Teacher and another two teachers, supported by our Chaplaincy Team

Religious Observance and Retreats

Religious Education is not restricted to the classroom and pupils are encouraged to "practise" their faith as well as "learn" it. Mass is celebrated on the Church's holydays of obligation and during Advent and Lent. A number of other liturgical services will also take place throughout the year – especially during Advent and Lent. The school has a lunch-time Mass every Thursday. Prayer is encouraged at the start of Period 1 and at Year Assemblies.

There is a programme of day retreats for S1, S2 and S3; residential retreats are offered to senior students

Syllabus Content

The Religious Education programme used in S1-S4, "This is our Faith" and in line with the National Syllabus, has been revised in the light of Diocesan and other initiatives, including CfE Guidelines.

The main areas covered are as follows:

First Year

The Christian Community – the Church, Signs of God's Presence – including the Sacraments, especially Baptism, the World and Work of Jesus – especially St. Mark's Gospel.

Second Year

The Eucharist, the Bible, Creation, the Road to Freedom – the Exodus Story, Sin and Reconciliation and St. Luke's Gospel.

Third Year

Relationships 1 – Self, Others (family and friends) and God

The Kingdom of God, St Matthew's Gospel, teaching Gospel values like Reconciliation, Life, Love, Justice and Peace, Living for the Kingdom – Human Rights and Poverty (home and abroad)

Fourth Year

Relationships 2 – Sex Education and Marriage, emphasis on human love is Sacred.

Morality – What it is, Christian morality and life issues like Abortion. Emphasis on human life is Sacred

Belief – What it is. Personal and religious beliefs especially the Creed. How beliefs can affect life. The problem of suffering, including death. Christian teaching on suffering and life after death.

Also included in S1-S3 is seasonal work with reference to Advent and Lent.

Fifth Year

Justice in the World. The course can lead to an Intermediate 1 or Higher award. In this unit of work students are helped to develop a detailed understanding of an area of study and justice from a Christian perspective. The chosen area of study is Global Solidarity. The course begins with a consideration of the Christian understanding of justice. The rest of the course is taken up with addressing the following 3 questions: Are Christians obliged to help the poor? Is trade between the North and the South fair? and Do Christians have a moral duty to protect the environment?

Sixth Year

Making Moral Decisions. The course can lead to an Intermediate 1, 2, Higher or Advanced Higher award. The course begins with a consideration of Morality and in particular Moral Stances. The 3 Moral Stances examined are Religious Authority, Egoism and Utilitarianism. The chosen area of study is Human Relationships. In this unit of work students will be helped to show an understanding of moral stances and their importance in making moral decisions. Students will also be helped to analyse and evaluate moral issues. The issues that will be examined in this unit are as follows: Sexual Behaviour, Marriage and Divorce.

Right of Withdrawal

Parents with different faiths or beliefs other than Christianity may request that their children be permitted to be absent from school in order to celebrate recognised religious events. Only written requests detailing the proposed arrangements will be considered. Appropriate requests will be granted on not more than three occasions (days) in any one school session and the pupil noted as an authorised absentee in the register.

School Chaplaincy

Pupils from the following 10 parishes attend Queen Margaret Academy:

St. Margaret's Cathedral, Ayr
St. Paul's, Ayr
St. Ann's, Annbank
St. Clare's, Drongan
St. Cuthbert's, Maybole
St. Quivox, Prestwick
St. Meddan's, Troon
St. Xavier's, Waterside
Sacred Heart. Girvan

The role of the School Chaplain is mainly pastoral – the school is in some senses like a parish and the Chaplain is available to minister, to advise, to encourage and to care for all who come into the school. The Chaplain is Fr Stephen Latham, who can be contacted via the school.

With the support of funding from our local parishes an oratory was established on the top floor of B Block. We are proud of this facility and the range of liturgical uses which the Chaplaincy Team is developing for the facility, including spiritual reflections available to all within our cluster of Catholic schools.

13. Sensitive Aspects of Learning

QMA is a faith based school. In our curriculum we deliver guidance on how pupils could approach moral and social issues e.g. sexual health, parenthood, drug awareness. This is delivered in a manner that is in harmony with our gospel values.

14. Equal Opportunities and Inclusion

Our Statement of School Aims and Values (page 5) and our approaches to promoting good order and discipline (see below), are illustrative of our commitment to equal opportunities and inclusion.

The comprehensiveness of our approach is manifest in our Learning and Teaching Policy, Better Behaviour Better Learning and in our Parental Guide to Dealing with Bullying and Harassment, all of which are attached to this Handbook as appendices.

In terms of the United Nations Convention on the Rights of the Child (UNCRC) and national law and policy our school is committed to respecting children's rights to have equal opportunities and to be included.

The national legislation around equal opportunities and social inclusion includes:

- Children and Young People (Scotland) Act 2014;
- Education (Additional Support for Learning)(Scotland) Act 2004 (as amended 2009) 'the ASN Act'
- ASN legislation;
- Equality Act 2010
- United Nations – Rights of the Child;
- Disability Discrimination Act 2005
- Human Rights Act 1998
- Children (Scotland) Act 1995

South Ayrshire puts this into practice through the following core beliefs:

- **Presumption of mainstream:** All children and young people have the right to an education within a mainstream school (Standards in Scotland's School Act 2000);
- **Most inclusive option:** Wherever possible, children and young people will be provided with an education within their own community and/ or within their own catchment school (Additional Support For Learning Act 2004)(Amended 2009);
- **Staged intervention:** If there are concerns about how a child or young person is coping within a mainstream placement, the model of staged intervention will be followed and this may include Team Around the Child meetings to assess and plan with all available resources (Additional Support For Learning Act 2004)(Amended 2009); There is a particular focus in gathering the views of children, young people and their parents relating to the support required to minimise barriers to learning.
- **Links to community:** If it is agreed that a placement outwith a child's community is appropriate to meet their needs, it is important to consider ways in which a child can maintain links and relationships with peers from their own community (Additional Support For Learning Act 2004)(Amended 2009);
- **Involvement of child and parent/ carer:** It is vital that the child and young person and parents/ carers are involved in all of these processes and that the child or young person's views are taken into account of in any decisions made (UNCRC)((Additional Support For Learning Act 2004)(Amended 2009) and The Children (Scotland) Act 1995);
- **ASN legislation:** all processes and meetings will comply with the timescales of the ASN legislation.

Each school has a Pupil Support Coordinator who along with the Named Person (if this is not the same individual) has responsibility to ensure each child's needs are met. They will work alongside Pupil Support staff within their own school and also centrally. Central staff include Inclusion Co-ordinators, ASN teams, Psychological Services and Quality Improvement Officers.

If you need further information on any of the above teams, contact your school Pupil Support Coordinator.

15. Personal, Social and Health Education/Citizenship

Learning in health and wellbeing ensures that children and young people develop the knowledge and understanding, skills, capabilities and attributes which they may need for mental, emotional, social and physical wellbeing now and in the future.

Children and young people should feel happy, safe, respected and included in the school environment and all staff in the school are pro-active in promoting positive behaviour in the classroom, playground and the wider school community.

In each year group forty hours of direct PSHE is taught by Guidance and R.E. staff; the philosophy of the school remains based in acknowledged professional opinion, namely that socialisation and qualities of citizenship are taught most effectively by experiential learning throughout all aspects of the curriculum.

Our various programmes are supplemented by visiting personnel eg in Drugs Education (Carrick Crime Prevention), in Relationships, Planning for Choices (Ayr Chamber of Commerce) and in Money Management (Royal Bank of Scotland "We're in Business").

External visits include careers exhibitions, Big World Conference and "Reckless Driving Wrecks Lives".

Citizenship is developed by the culture in which our young people are raised and in particular by their exposure to a range of charity and Third World issues (eg our school charity which is supporting the Aids Clinic in Badagry in Nigeria which we helped to build) and by their involvement on extensive S1/Senior Pupil Buddy Scheme and the work of the Pupil Councils.

Our day-to-day activity seeks to deal positively with any incidents of indiscipline which arise, minimising the possibility of any recurrence, and to minimise the initial occurrence of such incidents by seeking to establish good order as the norm in the school.

Towards that end, consultation with parents, staff and pupils has produced the following Expectations and Rules and the need for parental co-operation is vital in promoting positive behaviour.



To enable high quality teaching and learning for all pupils the following code of conduct must be followed by pupils at Queen Margaret Academy;

- Pupils must come to school prepared to learn. This includes having the required resources for lessons. Pupils can see their guidance teacher if they need support with purchasing resources
- Pupils must wear full school uniform which excludes hoodies, white trainers and branded jumpers
 - o Our uniform is as follows;
 - ☑ Black skirt or trousers
 - ☑ Black shoes/trainers
 - ☑ White shirt
 - ☑ Black jumper/cardigan
 - ☑ Blazer/jacket
 - ☑ School tie
- Pupils must arrive at school and classes on time so as not to disrupt learning for others
- Pupils must follow the teacher's instructions in class to ensure the safety of all and that teaching and learning time is maximised
- Pupils must not use their phones in class (unless instructed to do so by the teacher)
- Pupils must be respectful to one another, all school staff and the school property

16. Pupil Voice

Consultation with pupils about their views on their school environment and their learning is important and valuable to our school. We recognise that giving young people a “voice” as partners in the process of school improvement, leads to more effective learning organisations.

House Captains and Junior House Captains are one means of ensuring that young people develop positive attitudes and an opportunity to take part in “real life” decision-making within their own school setting.

This year the pupils views have supported improvement to Learning and Teaching.

- Vision and Values
- House System
- Anti Bullying Strategies (Community Charter)
- Mental Health Awareness Strategies
- Vision and Values be replaced with relationship policy
- Anti Bullying strategies be replaced with Rights Respecting Schools

SECTION C – Home / School / Community

1. Parental Involvement and Home School Links

What opportunity is there for parents to be involved in their children's learning?

- the opportunities provided for a pupil's parent to become involved in the school including arrangements for parents to contact the school, and information about parents' afternoons or evenings, parents associations etc;
- details of how the school involves a pupil's parent in the pupil's education including how information, support and advice is given to a parent to help the parent support the pupil's learning and help the pupil at key stages, particularly when choices are being made
- details on how support and advice is provided to a parent to help support their child's learning at key points:
 - promoting **learning at home** – by improving the information parents receive from the school on the curriculum, assessment and reporting; support for pupils and school improvement so that parents can help with their child's learning at home and in the community;
 - improving the **home/school partnership** – by highlighting opportunities for parents to become involved in the school and access information, support and advice to support their child's learning;
 - **parental representation** – by providing information about getting involved in the Parent Council or other parent representative body at the school.

Home/School Communication

Information letters are targeted at particular groups (e.g. a year group, a bus group, examination candidates) for particular purposes, sent sometimes by "pupil post", sometimes by postal service to the home. Parental newsletters will be issued giving details of school events, holidays dates etc.

Handbooks and Booklets – there are three main stages in secondary schooling when students face major changes to the way their education is organised. At each of these stages, Queen Margaret Academy produces a special publication to provide information for the students and their parents/guardian

1. **The School Handbook**

The QMA school handbook, of which this is an example, is published each year and is distributed to the parents/guardians of each pupil in the Primary 7 classes of our six associated primary schools and anyone else who has expressed the intention to have their child transfer to QMA at the end of P7.

A parents' evening is organised for each year group so that parents/guardians get the opportunity to meet class teachers in order to discuss their child's progress.

An appointments system is operated, with each appointment normally lasting about 5 minutes. However, in cases where a parent's/guardian's needs are not met by this arrangement, it is possible to arrange appointments with individual class teachers during the school day at any time of the year by contacting the school office.

2. Parents as Partners – Parent Council and Parent Forum

Parent Councils are the formal representative body for parents with children attending school. Parent Councils are different in each school to enable them to meet the needs of parents locally. Parents are welcome 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 their children's school.

All parents / carers are automatically members of the parent forum at their child's school. As a member of the Parent forum all parents can expect to:

- receive information about the school and its activities;
- hear about what partnership with parents means in the school;
- be invited to be involved in ways and times that suit them;
- identify issues they want the parent council, to work on with the school;
- be asked their 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.

The parent forum decides how their representatives on the Parent council are chosen and how the Parent Council operates. Parents 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;
- represent the views of parents;
- promote contact between the school, parents, pupils, providers of early years education and the community;
- report to the parent forum;
- be involved in the appointment of senior promoted staff; and
- raise funds for the school for the benefit of pupils (in some schools the PTA/PA fulfils this role).

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

All correspondence to Parent Council members should be addressed to **Parent Council Queen Margaret Academy, Dalmellington Road, Ayr, KA7 3TL or email QMA@south-ayrshire.gov.uk – Chair of Parent Council Mrs Caroline Hull**

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.

The Scottish Parent Teacher Council is a 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 474 6199, fax 0870 706 5814 or email on sptc@sptc.info or write to SPTC, Mansfield Traquair Centre, 15 Mansfield Place, Edinburgh, EH3 6BB.

National Parent forum of Scotland - enquiry@parentforumscotland.org

The National Parent Forum of Scotland has been set up to give Parent Councils and parents an opportunity to discuss and raise educational issues of mutual interest or concerns at a national level.

3. Choosing a school

Parents have the right to choose to send their child to a school other than the catchment denominational or non-denominational school for the area they live in, this is known as a Placing Request. It is not possible to guarantee all Placing Requests will be successful. However, parents have the right of appeal should their application be unsuccessful. Parents should also be aware that if they decide to submit a Placing Request their child will no longer automatically be considered for a place in their catchment school².

Full details of the Placing Request process are available on the Council's web-site <http://www.south-ayrshire.gov.uk/schools/placing-requests.aspx> or you can contact Educational Services on 01292 612162.

4. Attendance

Section 30 of the 1980 Education Act lays a duty on every parent of a child of 'school age' to ensure that their child attends school regularly. Attendance must be recorded twice a day, morning and afternoon. In secondary schools attendance is recorded each period.

Regulation 7 of The Education (Scotland and Placing Information) (Scotland) Amendment etc Regulations 1993 requires each child/young person's absence from school to be recorded in the school register as authorised: e.g. approved by the authority, or unauthorised; e.g. unexplained by the parent (truancy) or excluded from school.

Family holiday not authorised by the school

Family holidays taken during term time will be categorised as unauthorised absence. Only in exceptional and very limited circumstances will schools authorise a family holiday during term time. Such circumstances may include:

- A family holiday judged to be important to the well-being and cohesion of the family following serious or terminal illness, bereavement or other traumatic events;
- Where a parent's employment is of a nature where school holiday leave cannot be accommodated (eg. armed services or emergency services).

Where parents are in the emergency services and routinely take holidays outwith the school holiday when the option is available of taking leave during the school holiday, the absence will be considered unauthorised.

A family holiday classified under the 'authorised absence' category should not include such reasons as:

- The availability of cheap holidays;
- The availability of desired accommodation;
- Poor weather experienced during school holidays;
- Holidays which overlap the beginning or end of term;
- Parental difficulty obtaining leave (with local judgement applied in cases where evidence is provided by the employer that it cannot accommodate leave during school holidays without serious consequences);

Extended Leave With Parental Consent

Almost all family holidays will be recorded as unauthorised absence (see below), extended leave with parental consent will not be considered the same as a family holiday. Extended leave with parental consent will be recorded separately outside the figures for attendance and absence, and include circumstances such as:

- Extended overseas educational trips not organised by the school
- Short-term parental placement abroad
- Family returning to its country of origin (to care for a relative, or for cultural reasons)
- Leave in relation to the children of travelling families

Advice To Parents

Schools will follow-up all instances of pupil non-attendance in order to record accurately the reason for absence using the above coding system. **It would be extremely helpful in this regard, if parents contact school at the beginning and end of the absence period** – indicating their awareness of the absence and reason for absence at the beginning of the period and expectation of return to school at the end of the absence period. Where no information is provided absences will be considered to be unexplained and therefore recorded as unauthorised.

Permissions

Pupils who require time off school for dentist/doctor appointments, interviews, etc must obtain a permission slip by 8.45am from a member of the SLT or their Guidance teacher.

5. Routine and Expected Visits Out with School

Queen Margaret Academy recognises the need for young people to be regularly involved in outdoor activities and learning which will involve visits out with the school. These visits will be routine and are expected part of Curriculum for Excellence. Routine and expected visits will be to local venues, involve easily managed activities, happen on a regular basis and be completed within regular school times.

Parents/carers will be advised about the general plans for routine and expected visits. However, you will not necessarily be informed every time your child goes out with the school. Parental consent for these

visits is given via the annual parental consent which is issued to parents at the beginning of each new session

6. Transferring Educational Data About Pupils

Education Statistics Privacy Notice

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

The full Educational Statistics Privacy Notice can be found at the undernote link of by requesting a copy from the school office

<https://www.gov.scot/topics/statistics/scotxed/scholleducation/ESPrivacyNotices>

Data policy

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.

The individual data about pupils in schools collected by Scottish Government through statistical surveys is used only for the statistical and research purposes for which it is collected.

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.

7. School Uniform Policy

Following consultation with parents and pupils, we established the following dress code for our pupils:

Our uniform is as follows:

- Black skirt or trousers
- Black shoes/trainers
- White shirt
- Black jumper/cardigan
- Blazer/jacket
- School Tie

Pupils must wear full school uniform which excludes hoodies, white trainers and branded jumpers

Here at Queen Margaret Academy young people are proud to wear the school uniform and show a pride in our school community. This develops a sense of pride and belonging. We are able to assist any young person who requires uniform and details are sent out termly. Please let your child's Guidance Teacher know if you require any support with uniform.

School Blazers and Ties can be purchased from BE Schoolwear, 75 Dalblair Road, Ayr, KA7 1UQ Tele 01292 291024

Sports Clothing

All pupils are expected to provide appropriate kit for use in both indoor and outdoor areas.

We recommend that PE kit includes:

White, Black or Blue T Shirt, shorts and appropriate footwear.

Queen Margaret Academy do have PE kit and T shirts can be purchased from the PE department for £15.00. Every S1 pupil will receive a PE T-shirt when they arrive at QMA.

Given that there is a substantial parental and public approval of uniform, schools in South Ayrshire are free to encourage the wearing of school uniform. In encouraging the wearing of uniform, account must be taken in any proposals to prevent any direct or indirect discrimination on the grounds of race or gender. Any proposals will be the subject of widespread consultation with parents and pupils. Against this background it should be noted that it is the policy of South Ayrshire Council not to insist on pupils wearing uniform or having specialist items of clothing as a prerequisite to their attending and engaging in all of the activities of the curriculum.

There are forms of dress, which are unacceptable in school, such as items of clothing which:-

- potentially, encourage friction (such as football colours);
- could cause offence (such as anti-religious symbolism or political slogans);

- could cause health and safety difficulties, such as loose fitting clothing, dangling earrings, are made from flammable material, in practical classes;
- could cause damage to flooring;
- carry advertising, particularly for alcohol or tobacco; and could be used to inflict damage on other pupils or be used by others to do so.

8. Parental Complaints Procedures

Contacting Queen Margaret Academy

Feedback - Help us to get it right

Feedback can take the form of comments, suggestions, compliments or complaints. We take all feedback seriously and will deal with it fairly, honestly, in good time and in confidence. We need your feedback so that we can continue to improve the services we provide to you and your child. If we are getting it right, it is useful to know. If we are getting it wrong, please tell us so we can put things right and give you an explanation.

How can I give feedback?

You can give us your feedback:

- by sending us an e-mail to QMA.mail@south-ayrshire.gov.uk
- by phoning the school on 01292 612020
- in person at the school office in emergency situations

A complaint is an expression of dissatisfaction by one or more members of the public about the Councils action or lack of action, or about the standard of service provided by or on behalf of the Council.

If you have any comments or complaints please approach the Head Teacher in the first instance. If the Head Teacher does not resolve the issue to your satisfaction, you should :

- Visit one of South Ayrshire Council's Customer Service Centres, or any local office.
- Phone South Ayrshire Council Customer Services Team on 0300 123 0900
- E-mail: listeningtoyou@south-ayrshire.gov.uk
- Write to: Customer Services, South Ayrshire Council, Freepost NAT 7733, Ayr, KA7 1DR

Anyone can make a complaint to us, including the representative of someone who is dissatisfied with our service.

If you have a concern and wish to complain to the Care Inspectorate directly, please write to:

Care Inspectorate, Sovereign Road, Suite 3, Academy Road, Irvine, KA12 8RL

SECTION D – Care and Welfare



1. School Meals and Free School Meal Information

The school Dining Room offers a main meal service, providing a wide range of dishes including soup, main course and sweets. Provision can be made for pupils on special diets. Parents are asked to contact the school should this be necessary.

The Cafeteria operates a 'Healthy Eating Policy' in line with "Hungry for Success" and "Health Promoting Schools".

A healthy menu is available which includes hot and cold filled rolls, yoghurt, and fresh fruit. Each item is individually priced. (The cafeteria is also open before school and at morning intervals).

Both Dining Room and Cafeteria operate a “cashless” system. Pupils are issued with an NEC card which they must “credit” with money to pay for snacks or lunch, online payment system is available.

If a pupil is entitled to free schools meals, his /her card is automatically credited each day with £2.25, which will cover the cost of a standard main meal.

Pupils who prefer to bring packed lunches are accommodated in an area of the cafeteria.

**Please note that pupils should not have fizzy drinks on school premises.*

The arrangements for meals and the collection of money should be set out: types of service; choice; availability of snacks and meals; healthy options. The availability of special diets should be noted. Arrangements for those who bring packed lunches should be noted.

The current criteria for entitlement are included below, however this is reviewed annually in April and updated information will be available on the Council website [Free school meals and clothing grant 23/24 - South Ayrshire Council \(south-ayrshire.gov.uk\)](https://www.south-ayrshire.gov.uk)

Children of parents receiving Income Support, Job Seekers Allowance (Income Based), Child Tax Credit (only where income is less than £16,105), Child Tax Credit and Working Tax Credit (where income is less than £6,900) Universal Credit where earned income is £610 or less per month, income related element of Employment and Support Allowance and support under part VI of the Immigration and Asylum Act 1999 are entitled to a free school meal. Information and application forms for free school meals may be obtained from Schools, Customer Service Centres and from Education Support Services, County Buildings, Wellington Square, Ayr KA7 1DR , Telephone 01292 612168.

2. Footwear and Clothing Grant Information

The current criteria for entitlement are included below, however this is reviewed annually in April and updated information will be available on the Council website

Children of parents receiving Income Support, Job Seekers Allowance (Income Based), Child Tax Credit (only where income is less than £16,105), Child Tax Credit and Working Tax Credit (where income is less than £16,105, Universal Credit where earned income is £1342.08 or less per month. Income related element of Employment and Support Allowance, Council Tax Reduction, Housing Benefit and Support under part VI of the Immigration and Asylum Act 1999 are entitled to a footwear and clothing grant.

Information and on-line application forms for clothing grants can be accessed from the above link.

3. Education Maintenance Allowance

Pupils who stay on at secondary school after the statutory leaving age may be eligible for an Education Maintenance Allowance. The allowance is subject to a learning agreement between the pupil and the school.

Information and on-line application forms can be accessed from the following link [Education maintenance allowance - South Ayrshire Council \(south-ayrshire.gov.uk\)](https://www.south-ayrshire.gov.uk)

4. Transport Guide to Parents

In law it is the parents’ responsibility to ensure that children attend school and make suitable travel arrangements for them. However where children live more than a specified walking distance from their catchment school the Council will assist with school travel by making available free school transport for all or part of the journey.

South Ayrshire Council has a policy of providing free school transport to all secondary pupils whose main address is more than three miles and primary pupils whose main address is more than two miles from their catchment school by the recognised suggested suitable walking route. Parents who consider they are eligible for free school transport should complete the online Free School Transport Form which can be obtained via [School transport application form - South Ayrshire Council \(south-ayrshire.gov.uk\)](https://www.south-ayrshire.gov.uk). Applications should be completed and submitted by the end of February for those pupils beginning school in August to enable the appropriate arrangements to be made.

Strathclyde Partnership for Transport (SPT) organise mainstream school transport on behalf of South Ayrshire Council. If you have any concerns or complaints relating to the service provided you should in the first instance contact the school who will forward your complaint to SPT alternatively you can e-mail SPT at school.transport@SPT.co.uk.

Applications may be submitted at any time throughout the year but may be subject to delay whilst arrangements are made. The appropriate officer has discretion in special circumstances to grant permission for pupils to travel in transport provided by the authority, where spare places are available and no additional costs are incurred.

Children who have Additional Support Needs and/or particular medical conditions may also be entitled to free school transport. The school can advise you on how to access this support.

Where free transport is provided it may be necessary for pupils to walk a certain distance to the vehicle pick up point. Walking distance in total including the distance from home to the pick-up point and from the drop-off point to the school in any one direction will not exceed the authority's limit (see above paragraph). It is the parent's responsibility to ensure that their child/young person arrives at the pick-up point in time. It is also the parent's responsibility to ensure the child behaves in a safe and acceptable manner while boarding, travelling in and alighting from the vehicles. Misbehaviour could result in your child losing the right to free transport. The education authority does not provide transport for those pupils in receipt of a placing request.

Seatbelt statement

All dedicated home to school transport services operating within South Ayrshire and all transport used to provide educational off-site visits must be fitted with seatbelts. All children and young people are expected to use the seatbelt provided and remain seated with their seatbelt fastened for the duration of the journey.

Strathclyde Partnership for Transport will monitor compliance with these requirements on all dedicated home to school transport services through roadside inspections. School staff will monitor compliance with these requirements on vehicles used to provide educational off-site visits.

Signage will be prominently displayed in vehicles or an announcement will be made by drivers to remind children and young people that seatbelts are provided on the vehicle.

South Ayrshire Council, transport contractors and school staff will work in partnership to promote the wearing of seatbelts across the Authority. Parents should also encourage their children to wear the seatbelts provided.

Privileged Seats

Pupils who are not entitled to free school transport may apply for a privileged seat. A privileged seat is where there is a vacant seat on a dedicated school contract. Parents can make an application for a privileged seat by submitting a letter to Education Support Services, County Buildings, Wellington Square, AYR KA7 1DR at any time during the year. Parents should note that privileged seats are allocated in October and are not available on local service contracts. Privileged seats can be withdrawn if an entitled pupil requires transport and cease at the end of each school session.

Any information on transport appropriate to the school should also be included.

Behaviour

Good behaviour of pupils on school contracts is expected at all times. Misbehaviour may result in the entitlement for free school transport being withdrawn temporarily or permanently. In such cases the parent/guardian will be responsible for ensuring that the child/children get to and from school.

5. Insurance

South Ayrshire Council hold Public Liability, Employers' Liability and Officials Indemnity Insurance. In addition, South Ayrshire Council has an on-site and off-site activities insurance policy. Further information regarding insurance and an appropriate claim form can be obtained from the school or County Buildings, Wellington Square, Ayr, telephone 01292 612294.

6. Valuable Items

The Council is concerned at the level of claims being received regarding the loss of pupils' clothing and/or personal belongings. Parents are asked to assist in this area by ensuring that valuable items and unnecessary expensive items of clothing are not brought to school. Parents should note that the Council does not carry insurance to cover loss of such items and any claims submitted are likely to be met only where the Council can be shown to have been negligent.

7. Lockers

We have a limited number of lockers available to pupils. If young people wish a locker they can hire one for £5.00 per year. At the end of each year pupils will be given the option to keep the locker by paying another £5.00 or if they do not wish to retain the locker they will be asked to clear the locker out by the end of term so it can be allocated to another pupil.

8. Use of Mobile Phones

Mobile phones require a particular mention. As with all expensive items, school is seldom an appropriate place to bring a mobile phone. Moreover the distraction which use of a mobile phone can cause in school is a disruption to the work of the school which is unfair to both staff and pupils.

In an emergency, the school is well equipped with appropriate communication systems and I am confident that our pupils are sufficiently mature, comfortable and confident to ask for access to these systems - there is not a day in school when a pupil is not encouraged to use our school telephone for a particular or unusual reason.

If, however, you as a parent feel that there is a particular need for your child to bring a mobile phone to school your support is required in ensuring that your child knows that mobile phones must be switched off and out of sight throughout class times (i.e. are allowed to be switched on only at interval and lunch – break).

ii) will be confiscated by staff if this rule is broken.

iii) must not be used for photography on school premises or transport except by specific prior permission from the class teacher

It should be noted that SQA (the national examination authority) issues every year an instruction that any pupil found in possession of a mobile phone in an examination room will have his / her examination cancelled.

Use of Social Media

Online social media tools can be excellent for supporting teaching and learning, providing exciting opportunities for schools to engage, communicate and collaborate with pupils and the wider community. Their use is carefully considered by the school to ensure the safety of the school community. The benefits of using social media tools should significantly outweigh any concerns and schools should be able to demonstrate the steps they have taken to reduce any identified risks.

In South Ayrshire we want to support collaboration amongst teachers and pupils and therefore we promote and support the use of the common platform, Glow.

If pupils are using online communities where they self-register the school will encourage them to read and follow the terms and conditions of the site and ensure they are aware of how to stay safe online.

When using any form of social media to communicate with pupils (including Glow) staff will ensure that they:

- only share information that you would be willing to share in school or a school-related setting;
- maintain a formal, courteous and professional tone when communicating with pupils;
- maintain professional boundaries ;
- do not exchange personal information such as phone numbers and personal e-mail addresses;
- do not discuss your own private and personal relationships with pupils;
- take care to avoid becoming personally involved a pupils' personal affairs;
- decline pupil-initiated 'friend' requests;
- manage your privacy settings and keep them under review;
- report any inappropriate use of social media by a pupil or concerning a pupil to your Head Teacher or line manager.

The school has a clear and documented process in place for the reporting and recording of inappropriate use of social media.

9. Health and Medical Information

For all children there are routine medical examinations, inoculations etc. arranged by the School Health Service. Parents are informed by the school of the dates and times and may be present if they so wish.

If a child is unwell at home he or she should not be sent to school. If a child becomes unwell in school the following procedures are followed:

In the first instance, the child reports to one of the first aid staff in the School Office. If the problem is of a minor nature, the child will be escorted to the sick room where the ailment will be assessed and, if necessary, the child can rest in the sick room until the problem passes.

In the event of a major injury or illness, the child will be taken to hospital by taxi or ambulance, accompanied by a staff member, and the parents will be informed at the earliest possible opportunity.

If a child needs to be sent home, the parents will be contacted to arrange collection. If this is not possible, the child will be kept in school until the end of the school day

It is extremely important for parents to alert the school to any particular medical conditions or requirements affecting the child e.g. Allergy to certain medicines, tendency to fainting, nosebleeds etc. so that potentially dangerous situations may be avoided.

Medicines in Schools

All schools are required to operate within a framework of guidance with regard to medicines in schools.

There is no obligation on school staff to administer medication of any kind to any pupil, and parents are asked to note that routine medicine will not be administered by the school. This includes antibiotics, cough bottles, pain killers, creams, eye, ear and nose drops. Parents should also make arrangements for children to take this medication when at home and should not send it to school.

Where pupils require regular medication to be administered or self administered during the school day, parents should complete the relevant forms which are available from the School Office. Parents must include, with the completed form, written guidance from a medical professional (your GP or specialist). The written guidance on the medication will generally be sufficient.

Some pupils carry inhalers for asthma and related illnesses which they self administer at school. It is necessary that parents of pupils who carry inhalers complete these forms so that an up-to-date record is held for each child carrying an inhaler to school.

If a pupil suffers from a chronic illness requiring long term medication or where medication may be required in an emergency situation, parents must be in touch with the school headteacher to discuss the situation. On no account should medication be sent to school with a pupil unless this has been agreed in advance with the headteacher.

Information should be given on any medical matters pertaining to pupils. There should be indication of the procedures followed if a child/young person takes ill at school. Parents should be made aware of the necessity to inform the school of any particular medical requirements and of the arrangements to be made if a child/young person has to be taken home. Parents should ensure that the school has a contact number for them and in addition the name and number of an emergency contact.

Health Promotion and Nutrition

Children and young people need the right balance of food and nutrients to develop and grow. Healthy Eating is about getting that balance right and all our menus are nutritionally analysed to meet the Scottish Government Schools (Health & Nutrition) (Scotland) Act 2007 and promote key messages to improve diet to positively influence current and future health.

The Schools (Health Promotion and Nutrition) (Scotland) Act 2007 and the Nutritional Requirements for Food and Drink in Schools (Scotland) Regulations 2008 build on the achievements of Hungry for Success by establishing standards for all food and drink in schools.

The focus is on getting the balance right and helping pupils make informed choices. A wide range of appealing healthy food and drinks are promoted through marketing, education and active encouragement.

We educate and encourage children and young people to opt for healthier choices, not only in school but also outside school.

Further guidance can be found at:

www.scotland.gov.uk/Resource/Doc/222395/0059811.pdf

10. Data Protection Act

When you enrol your child at school or early years centre you are required to provide some personal information about yourself and your child in order to access services provided by Educational Services.

Each year parents are asked to complete the Annual Data Check and a Disability Monitoring form to allow the school to update the information held about children and young people. Personal information which you supply to us may be used in a number of ways, for example:

- to ensure the rights of pupils in school;
- to make the appropriate contact in an emergency;
- for teaching, registration, assessment and other administrative duties;
- to target resources appropriately.

Sharing information

How we will use the information about you and your child

All personal data is processed by Educational Services staff. We will only collect personal data from you that we need in order to provide educational services and oversee the provision of these services to your child. We will use your personal data to contact you; if the school requires to discuss your child's education, in an emergency and to keep you fully involved in your child's educational journey.

Who we share your information with

Your child's personal information will only be shared where it is appropriate to do so in order to ensure full access to services such as national assessments, health promotion, transport, school meals, careers and online services.

In addition the Council has a duty to protect public funds and to this end, we may check the information you have given with other information we hold, share your information with other Council Services and share your information with other local authorities, for the purpose of protecting public funds and to prevent or detect fraud or crime.

What are my rights?

You have various rights in relation to the personal data that the Council holds about you. This includes the right to ask us to provide you with access to your personal information and to rectify any inaccuracies contained within the personal information.

For more information about these rights please see the full privacy notice.

If you have a complaint

If you are unhappy with the way the Council has dealt with your personal data, you can complain to the Council's Data Protection Officer:

Data Protection Officer, Information Governance Team, Legal & Democratic Services, County Buildings, Wellington Square, Ayr KA7 1DR

Email: DataProtection@south-ayrshire.gov.uk | Telephone: 01292 612223

If you remain dissatisfied, you have the right to complain to the Information Commissioner: Information Commissioner's Office, 45 Melville Street, Edinburgh, EH3 7HL

Email: scotland@ico.org.uk. | Telephone: 0131 244 9001 | (<https://ico.org.uk/for-the-public/>)

If you have no Internet Access

Please contact us at the above postal address or telephone number if you wish a copy of any of the above information and you do not have access to the internet. We will provide you with a hard copy of the information.

How to access our full Privacy Notice

The Educational Services full privacy notice is available from the school website or please ask staff in the school office and they will provide you with a hard copy.

Education Statistics Privacy Notice

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

The full Education Statistics Privacy Notice can be found at the undernote link or by requesting a copy from the school office.

<https://www.gov.scot/topics/statistics/scotxed/schooleducation/ESPrivacyNotices>

Your Rights and Further information

Parents have the right to request access to their child's education record under the Pupils' Educational Records (Scotland) Regulations 2003.

11. Freedom of Information (Scotland) Act 2002

The Freedom of Information (Scotland) Act 2002 enables any person to obtain information from Scottish public authorities. The Act applies to all Scottish public authorities; Scottish Government and its agencies; Scottish Parliament; Local Authorities; NHS Scotland; Universities and further education colleges; and the Police.

Public Authorities have to allow access to the following information:

- o The provision, cost and standard of its service;
- o Factual information or decision-making;
- o The reason for decisions made by it.

The legal right to access includes all types of 'records' information of any data held by the Scottish public authorities. From 1st January 2005, any person who makes a request for information must be provided with it, subject to certain conditions.

12. Helpful Addresses and Websites

The South Ayrshire District Councillors, who are the only elected representatives directly responsible for the education service in the area whether or not a member of the Council's Educational Services Committee itself, are as follows:

Helpful Addresses and Websites

Educational Services, County Buildings, Wellington Square, AYR, KA7 1DR

www.south-ayrshire.gov.uk

www.education.gov.scot/parentzone/

www.hmie.gov.uk

Councillor Martin Dowey is the Leader of the council

WARD	COUNCILLOR	WARD	COUNCILLOR
<u>Ward 1</u> Troon	Kenneth Bell (c) Craig Mackay (snp) Bob Pollock (c) Philip Saxton (l)	<u>Ward 5</u> Ayr West	Bob Shields (i) Martin Dower (c) Lee Lyons (c) George Weir (snp)
<u>Ward 2</u> Prestwick	Ian Cochrane (snp) Hugh Hunter (c) Cameron Ramsay (l) Martin Kilbride (c)	<u>Ward 6</u> Kyle	Julie Dettbarn (snp) Stephen Ferry © Duncan Townson (l)
<u>Ward 3</u> Ayr North	Mark Dixon (snp) Ian Cavana (l) Ian Davis (c) Laura Brennan-Whitefield (snp)	<u>Ward 7</u> Maybole North Carrick & Coylton	Brian Connolly (ind) Iain Campbell (c) William Grant (snp)
<u>Ward 4</u> Ayr East	Chris Cullen (snp) Mary Kilpatrick (c) Brian McGinley (l)	<u>Ward 8</u> Girvan & South Carrick	Alec Clark (ind) Gavin Scott © Peter Henderson (snp)

Although this information is correct at time of printing, there could be changes affecting any of the matters dealt with in the document:-

- a) before the commencement or during the course of the school year in question:
- b) in relation to subsequent school years.

The **Provost** of South Ayrshire is Iain Campbell **who** was elected in 2022. The role of the **Provost** is apolitical.

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

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

Children (Scotland) Act 1995 – <http://www.legislation.gov.uk/ukpga/1995/36/contents>

Standards in Scotland's Schools (Scotland) Act 2000 –
<http://www.legislation.gov.uk/asp/2000/6/contents>

Education Scotland's Communication Toolkit for engaging with parents –

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

The Scottish Government guide Principles of Inclusive Communications -provides information on communications and a self-assessment tool for public authorities –
<http://www.scotland.gov.uk/Publications/2011/09/14082209/0>

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

A guide for parents about school attendance explains parental responsibilities with regard to children's attendance at school –
<http://www.scotland.gov.uk/Publications/2009/12/04134640/0>

PARENTAL INVOLVEMENT

Guidance on the Scottish Schools (Parental Involvement) Act 2006 provides guidance on the act for education authorities, Parent Councils and others –
<http://www.scotland.gov.uk/Publications/2006/09/08094112/0>

Parentzone provide information and resource for parents and Parent Councils –
<http://www.educationscotland.gov.uk/parentzone/index.asp>

SCHOOL ETHOS

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

Journey to Excellence - provides guidance and advice about culture and ethos –
<http://www.journeytoexcellence.org.uk/cultureandethos/index.asp>

Health and wellbeing guidance on healthy living for local authorities and schools
<http://www.scotland.gov.uk/Topics/Education/Schools/HLivi>

Building Curriculum for Excellence Through Positive Behaviour and Relationships - outlines the Scottish Government's priority actions around positive behaviour in schools and is also a source of support –
<http://www.scotland.gov.uk/Publications/2010/06/25112828/0>

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

CURRICULUM

Information about how the curriculum is structured and curriculum planning –
<http://www.educationscotland.gov.uk/thecurriculum/>

Information about the outcomes a learner can expect to experience and achieve across literacy, numeracy and health and wellbeing, as well as the 8 curricular areas –
<http://www.educationscotland.gov.uk/thecurriculum/howisthecurriculumorganised/experiencesandoutcomes/index.asp>

Advice, practice and resources to support the experiences and outcomes on literacy, numeracy and health and wellbeing –
<http://www.educationscotland.gov.uk/learningteachingandassessment/learningacrossthecurriculum/responsibilityofall/index.asp>

Broad General Education in the Secondary School – A Guide for Parents and Carers –
http://www.educationscotland.gov.uk/resources/b/genericresource_tcm4725663.asp?strReferringChannel=parentzone&strReferringPageID=tcm:4-634353-64

Information on the Senior Phase –
<http://www.educationscotland.gov.uk/thecurriculum/whatcanlearnersexpect/seniorphase.asp>

Information on Skills for learning, life and work –
<http://www.educationscotland.gov.uk/thecurriculum/whatcanlearnersexpect/skillsforlearning.asp>

Information around the Scottish Government's 'Opportunities for All' programme –
<http://www.skillsdevelopmentscotland.co.uk/our-services/services-for-individuals/opportunities-for-all.aspx>

Information for organisations responsible for the planning, management and delivery of career information, advice and guidance services –
<http://www.skillsdevelopmentscotland.co.uk/our-story/key-publications/career-management-skills-framework.aspx>

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

ASSESSMENT AND REPORTING

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

http://www.educationscotland.gov.uk/Images/BtC5Framework_tcm4-653230.pdf

Information about Curriculum for Excellence levels and how progress is assessed

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

Curriculum for Excellence factfile - Assessment and qualifications –

http://www.educationscotland.gov.uk/publications/c/publication_tcm4624968.asp

Information on recognising achievement, reporting and profiling –

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

TRANSITIONS

Curriculum for Excellence factfile - 3-18 Transitions - provides information on the transitions children and young people will face throughout their education and beyond –

http://www.educationscotland.gov.uk/publications/c/publication_tcm4660285.asp

Career Information, Advice and Guidance in Scotland - A Framework for Service Redesign and Improvement - provides guidance on career information, advice and guidance strategy –

<http://www.scotland.gov.uk/Publications/2011/03/11110615/0>

The Additional support for learning page provides links to relevant legislation and guidance, including the arrangements that should be in place to support pupils with additional support needs –

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

Supporting Children's Learning Code of Practice includes specific requirements on education authorities and others under the new legislation in relation to transition –

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

Enquire is the Scottish advice service for additional support for learning –

<http://enquire.org.uk/>

Parenting Across Scotland offers support to children and families in Scotland –

<http://www.parentingacrossscotland.org/>

SUPPORT FOR PUPILS

The Additional support for learning page provides links to relevant legislation and guidance, including the arrangements that should be in place to support pupils with additional support needs –

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

Supporting Children's Learning Code of Practice (Revised edition) - provides Statutory guidance relating to the Education (Additional Support for Learning) (Scotland) Act 2004 as amended –
<http://www.scotland.gov.uk/Publications/2011/04/04090720/21>

Getting It Right For Every Child and Young Person, is essential reading for anyone involved or working with children and young people, including practitioners working in adult services with parents and carers –
<http://www.scotland.gov.uk/Topics/People/Young-People/gettingitright>

SCHOOL IMPROVEMENT

Scottish Schools Online - provides a range of school information, including contact details, school roll, facilities, website, inspection reports –
<http://www.educationscotland.gov.uk/scottishschoolsonline/>

Education Scotland's Inspection and review page provides information on the inspection process –
<http://www.educationscotland.gov.uk/inspectionandreview/index.asp>

The Scottish Survey of Literacy and Numeracy (SSLN) is an annual sample survey which will monitor national performance in literacy and numeracy –
<http://www.scotland.gov.uk/Topics/Statistics/Browse/School-Education/SSLN>

Scottish Credit and Qualifications Framework (SCQF)
<http://www.scqf.org.uk/>

Scottish Qualifications Authority provides information for teachers, parents, employers and young people on qualifications
<http://www.sqa.org.uk/>

Amazing Things - information about youth awards in Scotland –
<http://www.awardsnetwork.org/index.php>

Information on how to access statistics relating to School Education –
<http://www.scotland.gov.uk/Topics/Statistics/Browse/School-Education>

Text only versions of this publication are available in Polish, Chinese and Urdu.

For further Information please contact:

0300 123 0900

Dostępna jest wersja tej publikacji w języku polskim, zawierająca wyłącznie tekst.

Aby uzyskać więcej informacji, proszę skontaktować się z:

0300 123 0900

本出版物還有純文字中文版。

有關更多資訊，請聯絡：

0300 123 0900

اس اشاعت کے نسخہ کا صرف متن اردو زبان میں دستیاب ہے۔
مزید جانکاری کے لیے براہ کرم درج ذیل پر رابطہ قائم کریں:

0300 123 0900

Do you know anyone who is registered blind or has a visual impairment?

If you do and you think that they would like a larger print version or an audio cassette version of the text contact Council staff on:

0300 123 0900