



Stirling Council
Schools, Learning & Education

Allan's Primary School Handbook

2024/2025

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Stirling Council

Schools, Learning and Education

Stirling Council is committed to working in partnership with our communities to deliver the best possible services for all who live and work in the Stirling area.

We have a clear focus on achieving the highest standards in our schools and nurseries so that the children, young people and citizens of Stirling benefit fully from our services.

Education is key to every child's future and enables us to create a fairer and more inclusive society, where our young people have the skills and confidence to contribute successfully when they leave school.

We attach great importance to lifelong learning, giving children the best possible start in life from nursery, through school, to life beyond school.

We want all children and young people growing up in Stirling to be: safe and happy; listened to and respected; engaging in a wide range of active learning opportunities; and achieving positive outcomes.

We will realise this ambition by listening to and learning from children and young people, putting them first; promoting inclusion across all schools, nurseries and communities; and by delivering high quality services.

The needs of our children and young people will be best met by working effectively together with parents, carers and a range of partners. We want parents and carers to be involved in their children's learning and believe that this partnership will be key to achieving success for all children and young people.

We look forward to working with you as your child embarks on, and progresses through their education.

A handwritten signature in black ink that reads 'Bryony Monaghan'.

Bryony Monaghan
Head of Education and Chief Education Officer
Stirling Council
November 2023

Welcome from the Headteacher

I am absolutely delighted to welcome you to Allan's Primary School and Nursery. We are very proud of our school and nursery community and hope that you will be too!

I trust that the following information will be useful to you and help answer any questions you may have before your child starts our school or during their time with us.

Our parents, carers and visitors comment on the warm, welcoming ethos in our school. Getting it right for every child and children's rights are at heart of everything we do at Allan's and, as a result, there is a strong emphasis on nurture as we strongly believe that this approach promotes our children's wellbeing, attainment, behaviour and wider achievement.

We encourage our children to self-reflect and be independent and successful learners, developing into confident individuals, effective contributors and responsible citizens.

Every decision taken in Allan's Primary, is done so with the best interests of our children at heart. We view every child as an individual, and encourage each and every child to give of their best. We aim to provide learning that has relevance, engagement and excitement, in a stimulating environment where all children are encouraged to be all they can be.

Learning and teaching are also at the heart of all we do, therefore we strive to make the learning real. It is where possible, experiential, linking across curricular areas, explicitly showing the relevance to the 'real world' and in so doing, giving our children a real sense of purpose to their learning. We explicitly teach 21st century skills to enable our learners to develop the knowledge, skills and attributes they need to adapt, think critically and flourish in today's world. Our children are involved in their learning, discussing what and how they will learn and sharing their learning with their peers, teachers, families and our community.

We believe that the most effective education occurs when there is a strong partnership between school and home. Working together is vital and we encourage you to keep in close contact with us. We will offer a number of opportunities throughout the school year for you to meet with our staff team and come into school to work with your child.

If you have any questions or queries, no matter how big or small, please do not hesitate contact me.

Kindest regards

Mrs Howland
Headteacher

Description of the School

In July 2020, we amalgamated with Baker Street Nursery after 2 years of acting shared headship. The nursery has been renamed as Allan's Nursery and we are delighted that we are now one! Allan's Nursery is situated at 64 Baker Street, Stirling which is a short walk from the school. Throughout the last two years we have been collaborating and sharing skills with the nursery team and our children and school community have been involved in many effective joint initiatives. We look forward to the future as Allan's Primary School and Nursery and already have many exciting joint priorities within our improvement plans!

Allan's Primary School dates back to 1889 and is set in the heart of the city of Stirling. The school was refurbished 1991, creating semi open plan spaces, more suited to 21st century teaching and learning.

The school currently has 8 classes all with access to a shared open area, affording staff more space and flexibility to create engaging, relevant teaching and learning experiences and children the opportunity to learn and work across stages.

All classrooms are well equipped, with a range of teaching and learning resources and each has an interactive whiteboard. The school also has a main hall, used for school dinners, P.E., drama, and for whole school community acts, including celebrating successes. We have WIFI access in all classes in the school. We have laptops, iPads and Google Chrome Books in school and digital learning plays a huge part in our everyday life at Allan's. We also have a large screen and digital projector which enables our learners to produce and present high quality videos, powerpoints and presentations.

Allan's Primary thrives from and strives to make as many links as we can within our community, learning from and giving back to it. A real benefit of being set in the heart of Stirling means having history and business links on our doorstep, all part of our community, "Together, we learn for life".

School Information

School Address	Allan's Primary School 29 Spittal Street Stirling FK8 1DU
Telephone Number	01786 237935
E-mail	allanps@stirling.gov.uk
Website	https://blogs.glowscotland.org.uk/st/allansprimary
School Roll	171
Headteacher	Mrs Lindsey Howland
Depute Headteacher	Mrs Shirley Toole
Gaelic Provision	No
Class Teachers Mr Thomas Downs (Principal Teacher) Mr Mike Bray Mrs Barbara Mitchell Miss Erin Simmons Mrs Katie Gilmartin	Mrs Susanne Gow Mrs Alison Angus (Principal Teacher) Mrs Craig Miss Watson
Support for Learning	Mrs Anna Foran (Mon – Thursday)
Administrative Support Assistant	Mrs Katie Arthur
EAL	Mr David Fletcher
SLAs Miss Catherine McColl Mrs Caroline James Mrs Maria Seabrook Ms Victoria Clifford Mia Lidbetter	Mrs Maria Pridden Mrs Karen Dunn Nicole Primrose Mrs Dione Shaw Miss Ilva Rube

Janitor	Vacancy (Mon/Tues) Mr Jim Thomson(Wed – Fri)
Catering and Cleaning	Mrs Mhairi Davidson
Visiting Specialists PE Music	Miss Elspeth Ballantine Miss Mhairi White

The School Day

Morning session	9.00 am – 12.15 pm
Lunchtime	12.15 pm – 1.20 pm
Afternoon session	1.20 pm – 3.20 pm

Stages of the School

P1, P1, 2, P3, P4, P5, P6, P7

Playground

There are two playgrounds in the school grounds, one at the back of the school and one at the front. The children use the front playground as a quieter play area. There is a covered area in the back playground for children to shelter should the weather be inclement first thing in the morning. At playtime and lunchtime, the playgrounds are supervised by the Support for Learning Assistants. They ensure the safety of the children and ensure that the children display the appropriate values. They also encourage games and activities. Our highly supportive Parent Council purchase a variety of toys and loose parts for our children to play with during lunchtime. We also have a Playground Committee run by Miss McColl where our children make decisions about the games, toys and organisation of our playground. The front playground has lots of loose parts to promote our children's curiosity and during the spring and summer months we enjoy lots of gardening which brings about an abundance of colour and vibrancy!

Health and Wellbeing Hub

We also have a Health and Wellbeing Hub which is open throughout playtime and lunchtime where children can access this facility if they want to go somewhere quieter indoors, would like to have protected time to talk to an adult, restore friendships or enjoy a different environment. Many children access it if they need to stay in due to an injury, recovering from an illness or need a quiet space. We have a variety of games and resources in our hub to engage our children.

Nut Free Zone

We respectfully request and acknowledge the continued support from parents in keeping Allan's a nut-free zone as we have some children who have a potentially fatal anaphylactic allergy.

Breakfast Club

We run a Breakfast Club every morning in our school hall from 8.15 am onwards. Children can access it throughout this period however our last breakfast will be served at 8.45 am as this allows staff to tidy up before the start of the school day. Breakfast cost 50p per day and consists of cereal, toast, fruit and water. We also offer free breakfasts to children who receive free school meals or live in certain areas of our catchment. If you think your child may be entitled to a free breakfast, please speak to Mrs Howland.

School Values and Aims

In Allan's Primary School, we strive to become a learning community which prides itself on continuous improvement. We firmly believe that this can be best achieved through partnership working. Through a thorough self-evaluation and consultation process we have developed and agreed our vision, values and aims with and for the whole of our community.



Our Vision

'Together, we learn for life'.

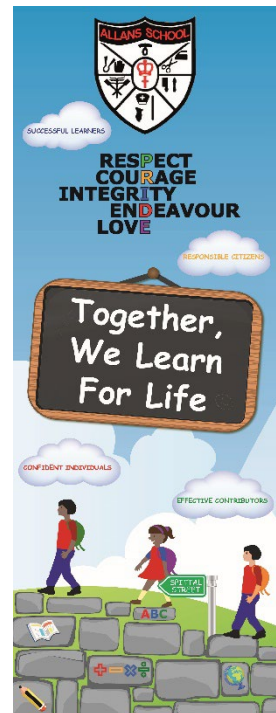
Together - represents our whole community, everyone involved in the life and work of Allan's Primary and beyond.

Learn - represents the knowledge, skills and attitudes we all foster and promote and the connections we make in learning in a variety of contexts.

Life - represents the fact that we aim to offer experiences which will give children skills for learning, skills for life and skills for work. Aiming to develop successful learners, confident individuals, responsible citizens and effective contributors to the world of tomorrow.

Values

Staff, pupils, parents and members of our community were all involved in an extensive and highly successful consultation process to decide upon a set of values which we all agreed encapsulated our school and what we wish for all who work in our school.



The following are the 5 agreed values that our community has agreed to uphold:

RESPECT	To be considerate of ourselves, others and our environment
COURAGE	To face challenges with confidence and self-belief
INTEGRITY	To be honest in your intentions
ENDEAVOUR	To be all you can be
LOVE	To feel and act sincerely

Each value has a set of associated behaviours that children and staff devised to demonstrate how we would live our values.

Our Curriculum Rationale

Our school community worked together to develop, promote and sustain an aspirational vision which reflects the uniqueness of our context, demonstrates a strong commitment to raising attainment in maths and literacy and secures our children’s rights and wellbeing. Our curriculum rationale below highlights our value driven vision for every single child and member of our school community.



TRAUMATM
INFORMED UK
SCHOOLS
 TISUK Award winning school

Ethos

Children, staff, parents and our community are encouraged to 'live our values'. We promote Allan's Primary School values and we believe they make a huge impact on the ethos of our school – children know and display often: respect for others and themselves; the courage to try new things in a secure, caring, supportive atmosphere – knowing it's OK to make a mistake when doing so; knowing that it is important to think and be honest about what you are trying to do; working very hard – always trying to be all they can be and loving others and themselves. Our values give a strong sense of PRIDE in our school and everyone associated with it. Children are recognised for demonstrating our school values by being awarded value tokens and being identified as an "Allan's Ambassador" at our regular Celebrating Success Assemblies. We also celebrate children, staff and community members showing kindness to one another by recognition of Random Acts of Kindness awards. These awards highlight and celebrate the act of kindness which is promoted in our school ethos.

Learner Achievement

We like to celebrate the achievements your children may have from out with school. We do this through our Celebrating Success assemblies. Children tell their teachers about their achievements and successes and teachers will celebrate them at assembly. Parents can also email achievements into the main school address.

Positive Relationships

Allan's Primary School and Nursery put relationships at the heart of everything we do and we strongly emphasises that investing time and resources into improving relationships and behaviour leads to positive outcomes around inclusion, engagement and achievement in the short term, and community safety and cohesion in the longer term. We believe it is essential to value each child and young person as an individual with their own strengths and development needs. We recognise that children and young people have different abilities, experiences and family circumstances and it is vitally important that our establishments create safe, secure and nurturing ethos to ensure each child's and young person's wellbeing is "promoted, safeguarded and supported" Children and Young Peoples Act 2014. We implement trauma informed and nurturing practices within the school and nursery and use PACE approach and use practices which Protect, Relate, Regulate, and Reflect.

We are totally invested in supporting the very best possible relational health between:

- Parent and child
- Child and child
- Child and staff team
- Parent and school team
- Staff team
- Staff team and senior leadership team
- Staff team and external agencies

We have a Health and Wellbeing Hub which is used for a variety of different purposes in our school from supporting children in their emotional wellbeing, cooking classes, drop-in for children during playtimes and lunchtimes and parental engagement sessions. Children enjoy accessing the Hub and many children use it regularly. Feedback from children highlights that it is a place in school where you can relax, talk about how you feel and it is like being at home.

Learner voice is at the heart of everything we do at Allan's as children are involved in a variety of groups which influence positive change within our school and community:

- Active Pupil Parliament
- School Improvement Working Groups
- Respect Me Committee
- Young Leaders of Learning Programme
- Playground Committee
- Class meetings



School Improvement Plan

We operate an agenda of continuous improvement which we ensure through regular and robust self-evaluation procedures which involve parents, children and all staff. These procedures support us in establishing a focused and outcomes driven Improvement Plan. We plan in detail for one year and have an intended course of travel over a three year period. Full versions of the School Improvement Plan and Standards and Quality Report are available for your information on our school app, website or by contacting the school office.

Our priorities for this session reflect the National Improvement Framework of:

- Placing the human rights and needs of every child and young person at the centre of education
- Improvement in children and young people's health and wellbeing
- Closing the attainment gap between the most and least disadvantaged children and young people
- Improvement in skills and sustained, positive school-leaver destinations for all young people
- Improvement in attainment, particularly in literacy and numeracy.

SCHOOL PRIORITY 1 3.1 - ENSURING WELLBEING, EQUALITY AND INCLUSION – IMPROVING CHILDREN’S HEALTH & WELLBEING

- To continue to develop emotional literacy in our children through embedding Emotion Works programme
- Track & monitor children’s motivation and wellbeing using Glasgow Motivational & Wellbeing Profile
- Use data from GMWP to target individual, group, class or whole school interventions
- To use outdoor learning approach across P1 -4 to enhance children’s wellbeing, creativity and respect for the natural world

SCHOOL PRIORITY 2 – 2.2 CURRICULUM, 2.3 LEARNING, TEACHING & ASSESSMENT & RAISING ATTAINMENT AND ACHIEVEMENT - SCHOOL FOCUS RAISING ATTAINMENT IN MATHEMATICS

- To develop a mathematics progression pathway to support the learning & teaching of maths
- To implement CPA approach with P2 and targeted group of learners

SCHOOL PRIORITY 3 - 2.2 – CURRICULUM, 2.3 LEARNING, TEACHING & ASSESSMENT & RAISING ATTAINMENT AND ACHIEVEMENT - SCHOOL FOCUS RAISING ATTAINMENT IN LITERACY

- To improve and raise attainment of children in literacy
- To develop and improve pedagogy; the teaching of non-fiction reading
- To embed new literacy approach by high emphasis on methodology through Quality Improvement focus throughout the session, class obs, jotter sampling, moderation mates, etc
- To track individual, group, class and whole school reading and writing attainment

SCHOOL PRIORITY 4 – 2.2 CURRICULUM & 3.3 CREATIVITY AND EMPLOYABILITY Improvement in employability skills and sustained, positive school-leaver destinations for all young people

- To continue to create an exciting curriculum for our learners which is rich in humanity and also knowledge
- Develop whole school curriculum mapping to ensure children are responding with active compassion and gives the 7 aspects of curriculum design
- To improve outcomes for our Care Experienced children by rigorous attendance monitoring and implementation of bespoke alternative curriculum including Resilience Training (The Promise)

SCHOOL PRIORITY 5 - 2.5 – Parental Engagement (Parent Council)

- To continue to connect the school and nursery community through deep meaningful family engagement sessions which further strengthen the Allan’s family community
- To support After-school Activity Club

SCHOOL PRIORITY 6 - 2.3 LEARNING, TEACHING & ASSESSMENT (YOUNG LEADERS OF LEARNING & PUPIL PARLIAMENT)

- To increase learner agency and the community's use of evaluative language to report on learning
- To enable children to peer and self-assess learning using effective language to identify and summarise the learning

Curriculum

Curriculum for Excellence places learners at the heart of education. At its centre are four fundamental capacities. These capacities reflect and recognise the lifelong nature of education and learning.

The four capacities are aimed at helping children and young people to become:

- Successful learners
- Confident individuals
- Responsible citizens
- Effective contributors

Curriculum is defined as the totality of all that is planned for children and young people from early learning and childcare, through school and beyond.



That totality can be planned for and experienced by learners across four contexts:

- Curriculum areas and subjects;
- Interdisciplinary learning;
- Ethos and life of the school;
- Opportunities for personal achievement.

The 'A Curriculum for Excellence' framework consists of the following areas:

- Languages (including modern languages)
- Numeracy/Mathematics
- Health and Wellbeing
- Social Studies
- Expressive Arts
- Sciences
- Technologies
- Religious and Moral Education (RME)

Literacy, numeracy and health and wellbeing are recognised as being particularly important – these areas are seen as being the 'responsibility of all' staff.

Languages

The four modes of language – reading, writing, listening and talking are planned and taught by teachers during specific blocks of dedicated time each day/week. Language though permeates every area of the curriculum and is essential for life in the real world, therefore the knowledge and skills that the children learn during these times is further developed and enhanced in every aspect of their learning and across all areas of the curriculum. In all areas of your child's learning we plan for their needs and use whatever we feel will help them to learn best and improve on their learning – we do not stick rigidly to, or follow any particular scheme.

Modern Languages

We presently have 7 members of teaching staff who have been trained through the FLAME approach as part of the 1+ 2 Modern Languages programme. Classes from P1 to P7 enjoy learning French in a fun and creative way using a thematic approach. We also teach Mandarin to our learners in P6 & P7.

Numeracy/Mathematics

Numeracy and Mathematics development lines are; Number, Money and Measure; Shape, Position and Movement; Information Handling. We plan our curriculum according to the concepts being taught and use a variety of resources, in particular the Big Maths approach. This approach embraces the logical nature of maths, translating it into simple steps and progress drives. This makes progress easy and fun for both children and teachers giving all pupils the opportunity to achieve!

Mental mathematics is also an important part of your child's development and is therefore given high priority in the planning and delivery of lessons. Your child will be encouraged to offer answers in a supportive atmosphere, where it is ok to give a 'wrong answer' and these 'wrong answers' will be used effectively to enhance understanding. Your child will also be encouraged to discuss and share the strategies they used to calculate/work out any mental maths problems.

Problem solving strategies are taught systematically across all stages of the school.

Health and Wellbeing

“A Nurturing School values people and seeks above all to understand and respect them as unique individuals. It puts the personal development of all its children, parents, staff, and governors, as the highest of its priority. It recognises that for this development to be authentic, it must take place within the context of relationships in a family, a group, a community, and sees this to be integral to the educational process.”

Lucas 1999

Our practice underpins 6 nurturing principals which are:

- Children's learning is understood developmentally;
- The classroom offers a safe base;
- The importance of nurture for the development of wellbeing;
- Language is a vital means of communication;
- All behaviour is communication;
- The importance of transition in children's lives.

The COVID-19 pandemic has affected every single person in Scotland. International research and our own experience indicates that children and young people have been affected in different ways, and in particular those who are vulnerable or have Additional Support Needs. The lack of interaction with their peers has also significantly impacted on children's health and wellbeing. Many report feeling anxious, and some have suffered the loss of significant others. Building relationships and managing transitions are important in engaging children and young people in their learning, and ensuring that they feel safe and confident in the school therefore the need for nurture and trauma informed practice is essential as we recover from the pandemic.

Our Health and Wellbeing curriculum plays a vital role in ensuring that our children and young people develop the knowledge and understanding, skills, capabilities and attributes which they need for mental, emotional, social and physical wellbeing now and in the future. The development lines are:

- Mental, Emotional, Social and Physical Wellbeing;
- Planning for Choices and Changes;
- Physical Education, Physical Activity and Sport;
- Food and Health;
- Substance Misuse;
- Relationships, Sexual Health and Parenthood.

We strive to ensure our children are confident individuals, with a high level of self-esteem and who are able to face any challenge with confidence and determination. We encourage children to be responsible citizens and give them many opportunities to demonstrate our school values through citizenship activities, including a very active Pupil Parliament and many other pupil groups. Our children are definitely encouraged to be effective contributors.

We have a well-developed programme for Health and Wellbeing which extends our children's knowledge, understanding and skills throughout their seven years at Allan's Primary. We strive to continue to be a Health Promoting School – encouraging every child to eat healthily and be as active as they can, stay safe and be happy. Our relationships, sexual health and parenting approach has been devised in consultation with our community and we have guides to assist our parents/carers in understanding the topics covered.

Our PE curriculum reflects a broad range of sport and physical activities and is enhanced by the work of Active Stirling who offer taster sessions in various sports and then the children are afforded the opportunity to join with cluster schools to participate in sports festivals. Primary 6 children have the opportunity to participate in swimming classes at The Peak for a block of time in the school session.

Our Creative Curriculum

We hold creativity as one of the most important skills to develop within our children and young people as it promotes curiosity – enabling the children to curious, register patterns and anomalies, make use of previous knowledge, research productively and formulate good ideas. It encourages our children to show open mindedness as they have use lateral and divergent thinking, they have to hypothesis, explore multiple viewpoints, being flexible, adaptable and functioning well with uncertainty. It enables our learners to be imaginative by exploring and synthesising refining multiple options, generating and refining ideas and of course inventing. Finally, creativity develops within our learners an ability to understand and define problem where they can craft, deliver and present solutions. It encourages them to show initiative, discipline, persistence and resilience and evaluate impact and success of solutions.

We believe that equipping our children for 21st century is imperative and we need to create a curriculum which enables the children to be competent in skills to embrace the challenges of our ever-changing, fast paced society. Therefore we have a 21st century skills set which begins at nursery and is followed through until 3rd year at Stirling High School. We call them our 5 Cs which stand for:

1. Communication – to develop our children to be effective communicator both in oral and written form who can articulate their ideas and innovation effectively;
2. Collaboration - our children to be competent collaborators who can work with and alongside each other respecting each other's views and opinions and demonstrating empathy and compassion.
3. Creativity - creativity develops within our learners an ability to understand and define problem where they can craft, deliver and present solutions. It encourages them to show initiative, discipline, persistence and resilience and evaluate impact and success of solutions.
4. Critical thinking – to develop our children to analyse and assess critically, always refining and defining by using critical thinking.
5. Curiosity- to encourage our children curiosity by asking why, how and I wonder if – we want to instil a sense of passion and flair.

To develop our 5 Cs skills progression, we use integrated pedagogies:

- Makerspace
- Design thinking toolkit
- Play throughout the years
- Outdoor learning
- Curriculum of Hope

Makerspace & Design Thinking Toolkit

Children are given a problem where they have to use their 5Cs to design and make a solution, invention, etc. They are taken through the design thinking toolkit to enable them to process and synthesise their thinking to achieve a successful outcome. The children:

- Identify the problem
- Ideate – where they share ideas and create
- Share, evaluate & reflect

We have 2 Makerspace themed weeks per year and our teachers inter-weave the Makerspace philosophy into their inter-disciplinary learning too. There is such a buzz in school when we are doing Makerspace.

Play

We operate play pedagogy in P1 – 3 as we believe that play is an intrinsic part of human nature and development. For children, the essential role of play is well documented. Through play a child develops their cognitive, social, emotional and physical capacities. It is also their right to play (UNCRC Article 31). In our early years classes, children learn through lots of play activities which are interspersed with learning blocks. Children in our P4-7 classes enjoy play period through Curiosity time.

Outdoor Learning

We offer outdoor learning to children in P1-4 and this is due our whole community understanding the rich, meaningful, invaluable benefits of this philosophy. Learning outdoors is about engaging children and young people in many different ways. Practitioners frequently act as facilitators, using multi-sensory and experiential approaches. This encourages children and young people to become involved in emotional, physical, aesthetic, spiritual and cognitive experiences as part of their learning. Mrs Gilmartin is our Outdoor Learning teacher and takes the children and their learning on a magical journey using the outdoors as a rich provocation. Please follow this link to see a video of this type of learning in action.

<https://www.youtube.com/watch?v=JQtSwBMyRpU>

Curriculum of Hope – Inter-disciplinary Learning (IDL)

Interdisciplinary Learning is a planned experience that brings disciplines together in one coherent programme or project. The different disciplines plan and execute as one. These disciplines might fall within one curricular area (e.g. languages, the sciences) or between several curricular areas. IDL enables children and young people to:

- learn new knowledge or skills, and develop new understanding of concepts;
- draw on prior knowledge, understanding and skills;
- transfer and apply that collective knowledge to new problems or other areas of learning.

We believe that good curriculum design can empower us to build bridges between our pupils' learning and the world around them. Our Curriculum of Hope allows us to build a curriculum model that meets the demands of government policy as well as the needs of the children and community we serve. Our curriculum is supported by five key pillars of practice – coherence, credibility, creativity, compassion and community. We create inter-disciplinary learning which is both knowledge- and humanity-rich, and challenges the view that the role of children is simply to listen and learn – instead advocating their active engagement with local and global issues.

Expressive Arts

The development lines are; Art and Design; Dance; Drama and Music. Our Expressive Arts programme is supported by visiting Music and P.E. specialists. Many of our teaching staff have had “Interact” drama training to add to their skills in this area. We are fortunate also to have access to local venues which enable us to share in the work of artists, poets, musicians etc.

Sciences

Our sciences framework provides a range of different contexts for learning which draw on important aspects of everyday life and work. The development lines are; Planet Earth; Forces; Electricity and Waves; Biological Systems; Materials and Topical Science.

Our science approaches enable our children to:

- develop curiosity and understanding of the environment and the learner's place in the living, material and physical world;
- demonstrate a secure knowledge and understanding of the big ideas and concepts of the sciences;
- develop skills for learning, life and work;
- develop the skills of scientific inquiry and investigation using practical techniques;
- develop skills in the accurate use of scientific language, formulae and equations;
- apply safety measures and take necessary actions to control risk and hazards;
- recognise the impact the sciences make on our learners' lives, the lives of others, the environment and on society;
- recognise the role of creativity and inventiveness in the development of the sciences;
- develop an understanding of the Earth's resources and the need for responsible use of them;
- express opinions and make decisions on social, moral, ethical, economic and environmental issues based upon sound understanding.

Technologies

Technologies include creative, practical and work-related experiences and outcomes in Craft, Design, Engineering, Graphics, Food, Textile and Information Technologies. These enable children to become informed, skilful, thoughtful, adaptable and enterprising citizens.

All children will be actively involved in creative activities, developing knowledge and skills which will prove invaluable in real life. We are currently developing our practice to ensure our children have excellent skills in 21st century skills in communication, collaboration, creativity, critical thinking and curiosity. We are also increasing our use of critical skills approaches to learning and teaching to ensure children have a role as leaders of learning by use of our Makerspace philosophy.

Our children have ready access to digital equipment and their level of skill in using digital is very good. We have Chrome Books for each child in P6 & P7, class set of Chrome Books for P3 & P4 to share, iPads, 3D printer, digital video, projectors, floor robots and each classroom has an interactive whiteboard. Every year we fundraise to increase our digital equipment as we recognise that we need to equip our children with 21st century skills.

Religious and Moral Education

The development lines are Christianity, Other World Religions and The Development of Beliefs and Values. The school is committed to supporting the development of its children as whole people; responsible citizens, and as a result, wishes to encourage their development in spiritual, moral, social and cultural terms. We have a very involved chaplaincy team with clergy from local religious establishments. They support Community Acts, learning in classrooms and pastoral needs of children and staff. We have a well-established link with Allan Park South Church and have our end of term services in this church.

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

- creating a school ethos which in every way possible gives value to these aspects of development, especially by providing an overall atmosphere that is both caring, supportive, yet challenging and which provides opportunities for the development of personal responsibility
- promoting social and moral learning through the way in which disciplinary issues are handled.
- ensuring that staff and adults within the school provide positive models for pupils
- arranging regular gatherings of the school as a community and using such occasions to encourage and reinforce the values on which the school is based
- enriching the curriculum in all appropriate areas with an emphasis on spiritual, moral, social and cultural development
- providing opportunities within the curriculum to advance personal and social development
- providing a programme of religious and moral education
- taking every appropriate opportunity to acknowledge, value and appreciate the various cultures and heritage of the pupils and to encourage them to appreciate and value the cultures and heritage of others.

Weekly community acts are held in school. We work on a rota of four different types/themes; 'Celebrating Success', Religious Observance, Class Assemblies and Singing Practices.

The school has a responsibility to provide the opportunity for religious observance at least six times throughout the year in addition to traditional celebrations. Parents have the right to withdraw their child from religious observance and if they wish to do so are asked to speak to a member of the Senior Leadership Team in the first instance.

Attendance

Unless otherwise agreed by the Authority it is a legal requirement of parents to ensure that their children attend school regularly. It is also important that children arrive at school punctually.

Where possible, parents are asked to inform the school on the first day, the reasons for their child's absence from school. All pupils returning to school after a period of absence should bring a note from a parent explaining the reasons for absence. Unexplained absence will be recorded as "unauthorised". Any parent who does not inform the school will receive a call from the school to ascertain why and to ensure they are safe.

Permission to leave school during school hours must be requested in writing. This includes visits to hospital clinics, dentist etc. All pupils must be collected from the school office by a responsible adult. In the interests of safety we cannot allow children to leave the school by themselves.

We would ask that every effort is made not to arrange family holidays out with the normal school holidays as research shows that this adversely affects the continuity and progression of children's learning in school. Where this is unavoidable please notify the headteacher, in writing, of the intended dates. Please note that the school is not expected to give pupils work to take with them on holidays and the absence will be recorded as unauthorised.

Getting It Right for Every Child (GIRFEC)

GIRFEC is the national approach in Scotland to improving outcomes and supporting the wellbeing of our children and young people by offering the right help at the right time from the right people. It supports them and their parent(s) to work in partnership with the services that can help them. It puts the rights and wellbeing of children and young people at the heart of the services that support them – such as early years services, schools, and the NHS – to ensure that everyone works together to improve outcomes for a child or young person. GIRFEC is at the core of what we do in Allan's.

To support the GIRFEC process, Stirling Council Staged Intervention framework enables pupils to be supported in their learning in a variety of ways. This process is there to support children with a variety of needs e.g. learning, emotional, health and welfare. We have the services of Support for Learning Assistants, a Support for Learning Teacher and access to many other agencies in order to help us ensure that children in Allan's are successful learners in every way.

Stirling Council Staged Intervention process provides a framework whereby learners may be supported in their learning in a variety of ways. We have the services of Support for Learning assistants, a Support for Learning teacher and access to many other outside agencies in order to support children in becoming successful learners. It is underpinned by GIRFEC (Getting it Right for Every Child).

The process includes:

- an inclusive approach which involves parents, children, relevant staff and support services
- where needed, an agreed action plan for individual learners
- a structured monitoring and review cycle
- a record of intervention and achievement as individual learners progress through the school.

Further information on Staged Intervention can be accessed from the Pupil Support Co-ordinators:

- P1 – 3: Lindsey Howland
- P4 – 7: Shirley Toole

The school is well suited for access for children with a physical disability. All floors used by pupils are served by a lift. There are two equipped disabled toilets. All staff have been trained in the use of the 'Evac Chair' – which enables the disabled to be taken down stairs in the event of an emergency – e.g. fire or lift fault.

The pupils of Allan's Primary represent a variety of cultures and languages and are supported by English as an Additional Language (EAL) services.

If you feel that your child has additional support needs and you would like more information and advice please contact the headteacher in the first instance. Further information regarding additional support for children can be found in The Education Scotland Act 2009.

Organisations which provide advice, further information and support to parents and children and young people with ASN are:

- Children in Scotland; Working for families – trading as Enquire – the Scottish advice and information service for Additional Support for Learning Scottish Independent
- Advocacy Alliance
- Scottish Child Law Centre

Homework

Homework is an essential part of a child's learning and is directly related to work carried out in class or is in preparation for a learning episode. Therefore it is very important that children and parents understand the importance of the homework set by teachers and the value it has for our children.

Homework is a very good way for parents to know exactly what their child is learning on a day to day basis and allows for real discussion and collaborative working within families. It also helps to build our community as we forge the interdependent partnership between school, child and parents.

Assessment

Effective assessment is the life blood of learning and teaching and helps children, staff and parents to understand how much and how well children are learning, where their strengths and development needs lie and how to plan the next steps in their learning.

Assessment in Allan's is planned to ensure that it is a focused and integral part of the learning. Assessment is continuous and is carried out in a variety of informal and formal ways. All learners are encouraged to reflect on their learning and indicate ways to make it "even better". Staff and learners make very effective use of formative assessment such as "Two Stars and a Wish", "Thumbs" and Traffic Lighting in order to reflect and evaluate progress. Assessment ensures staff, children and parents gather evidence and document learning.

Assessment evidence can be represented by, for example, a conversation with a child, a photograph from home or within the early years setting, a drawing, video footage, a model made by a child, a child's comments on their own learning or on another child's learning – the possibilities are endless. Evidence should be based on the child's significant achievements and should be relevant, appropriate and succinct.

We have a rigorous system for ensuring assessment evidence is gathered for each child which demonstrates their progress in learning. This is cyclical as teachers plan learning based on prior assessment evidence, teach a focused block and then assess again as the teaching and learning progresses.

Further information on National Assessment strategies used can be found on the following websites – Parent Zone; Education Scotland.

Formation of Classes

Our school has 7 classes, from P1 – P7. There are times when the distribution of children over various stages of the school necessitates the formation of multi-age classes. This is where children from two stages of the school become one class. Primary teachers are trained to teach in differentiated groups. Consequently, multi-age classes, organised in flexible teaching and learning groups, operate in the same way as a single stage class allowing children to learn at their own level and pace.

A multi-age class will not exceed 25 in number, unlike a single stage class that may contain 25 in P1, 30 in P2 and P3 and 33 in P4 – P7.

When we have multi-age classes we will aim to provide meaningful opportunities for children to work and learn alongside their peers.

Parental Involvement and Family Engagement

We strive to meet the needs of our school community and we are proud of the excellent partnership we have with our parents and community members. Each term, we host Learning Together sessions where parents and community members are invited into school find out about school and community priorities. During these sessions, we share the rationale and then parents/carers are invited to see the learning in action by visiting classes. We also run parent groups – Families Connect (Save the Children pilot), English as a Second Language Support Group and Triple P drop-in sessions. We have two Parenting Champions – Mrs James and Mrs Pridden who are passionate about supporting our parents and families. Last session we also started a highly successful Community Group which tackles issues which are common within our Allan’s community. The group organised Energy Saving and Housing/Private Landlords workshops and run a highly organised Uniform Recycle week at the end of the summer term Primary believes education should be a partnership of school and parents.

The support and interest of our parents is outstanding. We have a very active and supportive APC, and much practical individual parental support. We have a very structured and well organised parent volunteer programme and policy and we utilise the many skills of parents within our classes and regular parents who come in to classes are an enormous help. Parents are also involved in accompanying trips, giving talks, supporting extra-curricular clubs, completing audits and surveys, setting up and running an early years book lending system and establishing an Allan’s Saver scheme for children called “Allan’s Pennies”.

We operate an “open door” policy and we strive to be available to parents as soon as is possible. Appointments can be made to meet the Senior Leadership Team via the School Office. If you have a query, please do not hesitate to get in touch as we are here to help!

Currently the school provides per session:

- 1 Parent Meeting with teacher (normally November);
- 1 Annual Report (June);
- Parent Consultation fortnight (normally Feb/March);
- Learning Together sessions every 5 – 6 weeks;
- Nursery – P1 Transition programme for P1 pupils and parents;
- Our school app gives daily updates, news and hosts important school documents for your information;
- Monthly Newsletters;
- Other letters as appropriate;
- ‘Open Door’ policy (see below);
- Curriculum Information workshops;
- School concerts;
- Our parents are involved in numerous curriculum working groups across the school and nursery.

Parents are free to message our teacher using our Seesaw app. Staff are aware of the circumstances when these should be passed on to Senior Leadership. These arrangements are in place in the interests of minimal disruption to children’s education and also for security.

For children's security ALL other visitors must report to the office. We operate a system of signing in AND signing out as well as issuing identification labels.

Allan's Parent Council (APC)

Due to the introduction of the Parental Involvement Act, it was decided that we would have one body – to be named the "Allan's Parent Council". The APC consists of a chair, a secretary and a treasurer, with many parents and staff as regular, or drop in members.

All parents are part of the Parent Forum of Allan's Primary, but further information regarding the APC and how you can become more involved, can be obtained from any member of the current APC or from the school office. A notice board with APC information, including the office bearers is situated in the noticeboard outside the main entrance.

School Uniform

We are delighted to say that almost all parents support the wearing of school uniform. Wearing uniform is in keeping with our school values and gives the children an identity within the community and promotes pride within the school. Our school colours are red and black. The uniform consists of a red sweatshirt with the black embroidered, seven trades of Stirling, school badge. Primary 7 wear a black sweatshirt with our badge and 'senior pupil' embroidered. Children can choose to wear the white dress shirt or white polo shirt – most opt for the more casual and comfortable polo shirt.

Allan's does not permit the wearing of team colours such as football strips.

All sweatshirts and poloshirts etc are also available direct from LogoXpres Ltd, 4 Kings Court, Glentyre Road, Broadley's Business Park, Stirling FK7 7LH. Phone: 01786 447454

Alternatively, Sprint Design also provide uniforms. They are located at Unit 46, John Player Building, Stirling Enterprise Park, Stirling, FK7 7RD. Phone: 01786 447707.

Kit for Physical Education for P4-7

To ensure your child is safe during PE lessons, the wearing of jewellery is not permitted. Please note that wearing earrings is particularly dangerous during physical activities. Children should be able to remove these themselves before participating.

For health and safety reasons, the following items should be worn for PE:

- T-shirt
- Shorts
- Gym shoes

Please put name or some identifying mark on all your child's belongings. If your child is unable to participate in PE lessons, we request that you detail the reasons in a note to the class teacher.

Transition

Information regarding school enrolment, placing requests and deadlines for applications can be found at the Stirling Council website www.stirling.gov.uk. We have developed a robust transition programme between our nursery and school.

Our associated nurseries are:

Bright Beginnings

2 Polmaise Road

Stirling

Tel: 01786 462233

Wellgreen Nursery

Wellgreen Place

Stirling

FK8 2DY

Tel: 01786 272337

Throughout P7 there are many opportunities for your child to be involved in cluster initiatives in order to get to know the children who will be attending high school with them from other schools. In the first term of P7 the children undertake a residential experience with other cluster schools where possible.

Our associated high schools are:

Stirling High School

Ogilvie Road

Stirling

FK8 2PA

Tel: 01786 472451

St Modan's High School

Royal Stuart Way

Stirling

FK7 7WS

Tel: 01786 470962

Wallace High School

Airthrey Road

Stirling

FK9 5HW

Tel: 01786 462166

Pupil Equity Funding

Each academic session, we receive Pupil Equity Funding (PEF) which is designed to help reduce the attainment gap. We use our PEF funding strategically by employing extra support staff, establishing a Breakfast Club where we offer free breakfast to many of our children, purchasing new resources and ensuring that no child within Allan's is disadvantaged. Every year we reflect on our PEF spend and identify priorities through rigorous consultation with our school community. More information on our PEF can be accessed through our Standards and Quality report under "PEF Impact Report".

If you would like further information, please speak to Mrs Howland or you can visit Stirling Council's website www.stirling.gov.uk and search for school grants.

Sports Day

Our Annual sports day takes place in May, at Victoria Square in Stirling – a short walk from the school.

Water

We encourage children to bring a water bottle to school in order that they can keep hydrated throughout the day. Water bottles can be refilled at breaks and lunch.

Appendices

Appendix 1	Attendance at School and Nursery
Appendix 2	Child Protection and Safeguarding
Appendix 3	Clothing Grants
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Appendix 5	Digital Learning
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Appendix 1: Attendance at School and Nursery

It is important that the school/nursery and parents work together to achieve good attendance as there is a strong link between good attendance and achievement. The school and nursery aims to encourage attendance by creating a welcoming and supporting ethos. If there are difficulties with your child's attendance, the school or nursery will contact you to discuss ways of resolving this.

If your child is unable to attend school or nursery due to illness or for any other reason, we ask that parents should notify the school or nursery as early as possible in the day.

Information for those with School Age Children Only

Parents should also give careful consideration to the impact on a child's education of taking holidays during term time. All schools are required to record attendance and absence of pupils and report on these figures to parents, the Council and the Scottish Government.

The Scottish Government's guidance – Included, Engaged and Involved: Attendance in Scottish Schools - issued to all local authorities in December 2007 provides guidance on how attendance and absence at school is recorded. This document clarifies that the majority of family holidays taken during term time will be categorised as unauthorised absence and that schools may only authorise a family holiday during term time under very exceptional circumstances.

Regular attendance scans are undertaken by the school management team. When a child's attendance drops below 90%, parents will be notified by letter and asked to come in to talk to the headteacher about how best to support their child's progress.

Persistent late coming also causes regular interruptions for some classes. It disrupts learning and teaching not only for the latecomer but for the whole class.

At no time during the school day should a child be removed by a parent from the school without informing the staff of the school. This includes lunchtime "disappearances". If a child is reported missing we will try to contact the parents and, if required, we will ask for help from the emergency contact or neighbours. If we fail to locate the child the Police will be informed. Please help us to keep your child safe. Poor attendance falls into the Council's Staged Intervention Framework and action will be taken to address patterns of poor attendance.

Appendix 2: Child Protection and Safeguarding

All children in Scotland have the right to be protected from harm.

Schools and nurseries play an important role in the prevention of abuse and neglect through creating and maintaining safe learning environments and teaching children and young people about staying safe from harm and how to speak up if they have worries or concerns.

Schools and nurseries have identified child protection coordinators with a remit to promote safeguarding and a responsibility to act when aware of a possible child protection concern.

If you are concerned a child or young person is at risk of abuse or neglect, you can contact police on 101 or phone children's services on 01786 471177. You can share your concern with your school/nursery child protection co-ordinator.

Appendix 3: Clothing Grants

Some families may be eligible for clothing grants. Applications can be made by visiting <https://www.stirling.gov.uk/schools-and-learning/schools/free-school-meals-and-clothing-grant/> and completing the online form.

Supporting documents can be uploaded, scanned to finservices@stirling.gov.uk or posted to Stirling Council, Teith House, Kerse Road, Stirling, FK7 7QA.

Appendix 4: Complaints

You can complain in person, by phone, email or by letter. We regard a complaint as any expression or dissatisfaction about our action or lack of action, or about the standard of service provided by us or on our behalf.

Who can complain?

Anyone can complain who is the parent or legal guardian of a child or a person authorised to complain on his/her behalf. For example, a child's grandparent who is not the legal guardian needs authority from the child's parent or guardian. This would normally mean a note to show that the person responsible for the child has agreed.

What can't I complain about?

Here are some things we can't deal with through our complaints procedure:

- A routine first time request for a service or action – e.g. informing the school that your child told you she is being bullied and asking them to resolve this.
- Requests for compensation from the Council.
- Things that are covered by a right of appeal, e.g. exclusion from school which has its own statutory process. In these cases we will give you information and advice to help you.

You have six months to raise a complaint from the event that you wish to complain about – or from the point when you become aware of a matter about which you wish to complain. In exceptional circumstances, a complaint can be accepted after this timescale.

We have 2 stage complaints procedure.

Stage One – frontline resolution

In the first instance, please complain to your child's school or nursery, telling them as much as you can about the complaint, what has gone wrong and what you want them to do to resolve the matter. A senior member of staff, either the headteacher or depute head, will be responsible for looking into complaints. Heads are senior managers with a high level of responsibility for your child's learning and welfare and are able to look into most matters. However, the headteacher may refer the Stage One complaint to Schools, Learning and Education centrally, e.g. if it is about the conduct of the headteacher or too complex to be dealt with at front-line service level.

The school or nursery will give you our decision at Stage One within 5 working days or fewer unless there are exceptional circumstances. If we need further time, we will ask you to agree an extension of up to 5 further days. If the Stage One complaint has been referred to Schools, Learning and Education centrally your response will come from there.

Stage Two – investigation

If you are dissatisfied with your Stage One response you can move to Stage Two. Stage Two deals with 2 types of complaints: those not resolved at Stage One and those not appropriate for Stage One, for example the conduct of a headteacher or those too complex for a headteacher to deal with.

To move to Stage Two, you should email educ-comments@stirling.gov.uk, or you can ask the headteacher of the school or nursery to move the complaint to Stage Two on your behalf.

When using Stage Two:

- We will acknowledge your complaint within 24 hours.
- You will be contacted by the Investigating Officer for your complaint, who will usually meet you to confirm: the detail of your complaint, what you want to achieve, and if your expectations are achievable. In some cases, e.g. your complaint has been made in writing and is clear, there may be no need to meet. It is helpful if you present any evidence that you can offer in support of your complaint, e.g. contact details for witnesses, reports from other professionals, etc. if appropriate.
- We will write to you confirming the details of your complaint, what you want to achieve, and what the investigation can cover.
- We will give you a full, written response to the complaint as soon as possible and within 20 working days. If our investigation takes longer than 20 working days we will agree revised time limits with you and keep you updated on progress.

After we have fully investigated your Stage Two complaint, if you are still dissatisfied with our decision or the way we dealt with your complaint you can ask the Scottish Public Services Ombudsman (SPSO), <https://www.spsso.org.uk/> to look at it.

The SPSO cannot normally look at:

- A complaint that has not completed our complaints procedure.
- Events that happened or you became aware of, more than a year ago.

Care Inspectorate

If you have a concern about a care service, in the first instance please raise this with the manager of the service.

You can raise a concern with Care Inspectorate by email at concerns@careinspectorate.gov.scot.

If you are unable to email or use the online complaints form, please call 0345 600 9527 between 9 am and 4 pm Monday to Friday. This information is regularly updated and available at <https://www.careinspectorate.com/index.php/complaints>.

Appendix 5: Digital Learning

Digital Tools for Learning and Teaching

In Stirling Council schools and nurseries, we use a variety of digital tools to enhance learning and teaching, to share information about the life of the school, communicate with parents and carers, and to celebrate success. Use of many of these tools requires sharing some personal data about your child with the providers of the services. This may include, for example, children's names, classes and photographs. For some services, we will need your consent to share personal data.

Core Digital Services

Across Stirling Council, we use Glow and Google Workspace for Education Plus for learning and teaching. Data is shared with these services under the legal basis of public task – use of these services is deemed essential for learning and teaching, and we have legal agreements in place with both Education Scotland and Google to ensure that personal data is kept safe (see our Privacy Notices for our use of these services).

Likewise, SEEMiS is used to securely manage children and young people's personal data, including sensitive category data (such as information about their health). This data sharing is also done under the legal basis of public task, and appropriate agreements are in place to ensure the data is securely managed.

Digital Services Requiring Consent

Data Protection Impact Assessment procedures are followed for digital tools as appropriate. For some processes involving digital tools, we will seek consent of parents/carers and the young people themselves when they are aged 12 and over.



Stirling Council Schools, Learning and Education

Enrolment Arrangements : Primary & Secondary School Education in 2024

The 2024/2025 school year starts on 14 August 2024, this is the **only** date for beginning school education for that year.

All children who are five years old on or before 14 August 2024 are of school age and **must** start their primary school education on 14 August 2024, children who are five years old between 15 August 2024 and 28 February 2025 **may** start their primary school education on 14 August 2024.

If your child is starting their primary school education in August 2024, or if you are choosing to defer their entry into primary school to August 2025, you **must** enrol them at their catchment school **by 26 January 2024**. Details of school catchment areas and further information on our enrolment procedures can be found by visiting our website www.stirling.gov.uk or by contacting us on 01786 233185. Should you wish your child to attend a primary school other than their catchment school you are still required to enrol them in the catchment school and submit a placing request for the school of your choice. We have now moved to online enrolments and request that you complete the online enrolment form which can be found on our website www.stirling.gov.uk. As part of the enrolment process we are required to check the residency of all parents wishing to enrol their child at their catchment school, you will be required to scan and upload a copy of your child's birth certificate, and two of the following - child benefit book/award letter, tax credit/universal credit award letter, two recent household utility bills or a recent council tax bill. If you are unable to use our online enrolment form or scan and upload the necessary documents please contact the school who will be able to assist.

Gaelic Medium Provision

Gaelic Medium education is available at Riverside Primary School, Forrest Road, Stirling tel: 01786 237933 email: rvsdeps@stirling.gov.uk. Any parent wishing to enrol their child in our gaelic medium provision should contact the school for further information.

Notice to Parents and Guardians of Children due to Transfer from Primary to Secondary School

Children currently in P7 will transfer from primary to secondary education in August 2024. You will receive notification of transfer arrangements through your primary school and your child will be automatically enrolled in their catchment secondary school. Should you wish your child to attend a secondary school that is not their catchment school a placing request must be submitted.

Placing Requests for Session 2024/2025

In accordance with the Education (Scotland) Act 1980 as amended, Stirling Council hereby informs parents or guardians who wish to make a placing request for the school session 2024-2025, to do so online **no later than 15 March 2024**. Your right applies to a request that your child be placed in a school other than the school which normally serves the area in which you live. It applies to a primary school or, where appropriate, the transfer to a secondary school, including a school providing for children with additional support needs. You can apply online at <https://www.stirling.gov.uk/schools-and-learning/schools/placing-requests/make-a-placing-request/>

It is essential that you enrol your child at their catchment school even if you are making a placing request for another school, this ensures that should the placing request be unsuccessful they still have a place at their catchment school.

Please note that school transport is not provided for children and young people attending a school on a placing request.

Schools Information

Information on local authority schools in Stirling Council is available on our website www.stirling.gov.uk or by contacting us on 01786 233185.

Parents wishing to apply for enrolment to Our Lady's RC Primary School, St Mary's RC Primary School, St Margaret's RC Primary School and St Modan's High School should contact the school to discuss enrolment policy. Details are also available on the Council website www.stirling.gov.uk

Appendix 7: Additional Support for Learning

Additional Support Needs

Children and young people who need extra or additional support, than other children or young people their age, to help them access and make progress in their learning are considered to have 'additional support needs'. They may only need support for a short time, or they may need support the whole time they are in education.

A child or young person may have additional support needs for lots of reasons including:

- A physical disability
- Being a young carer
- Changing school a lot
- Being bullied
- Having a communication difficulty
- Being looked after by the local authority
- Having a long term illness

Staged Intervention

Staged Intervention is the process used to identify, assess and plan to meet a child's needs. Every school and nursery has a Pupil Support Co-ordinator with responsibility for ensuring appropriate support for children with additional support needs. For most children the support they require is provided from school, for example, differentiated materials, additional time, movement programmes, and support groups. Some pupils with more complex needs may require input from support services within Stirling Council such as ASN Outreach or the Educational Psychology Service, whilst some pupils may require input from other partner agencies, such as Speech and Language Therapy, to provide more enhanced interventions. Agreed actions will be recorded and reviewed during staged intervention meetings in collaboration with the child, family and staff. Where there is more than one agency supporting a child and this is significant and long lasting, a Coordinated Support Plan may be appropriate.

If you have concerns about your child, in the first instance, contact your school or nursery.

More information is available on Stirling Council's website. Information on support needs can also be found at [Parentzone Scotland](#).

Getting Independent Advice

If you want independent advice about additional support for your child, there are national organisations who offer this.

[Enquire](#) is the Scottish advice service for additional support for learning.

[My Rights, My Say](#) provides advocacy support for young people aged 12-15 years of age, who have a right to be involved in decisions that affect them. The website provides advice and resources.

Mediation

Mediation support services are available to families with children who have additional learning needs. Good communication among parents and carers, school and Stirling Council Education Services is the key to positive relationships and partnerships.

The Education (Additional Support for Learning) (Scotland) Act 2004 includes a requirement for education authorities to have in place arrangements for mediation, involving independent mediators, to aim to resolve disputes between parents and carers and the authority and/or school, regarding a child or young person who has additional support needs.

Stirling Council's independent mediation provider is Resolve Mediation Service. You can find out more about the service and mediation here <https://resolvemediation.org.uk/>.

[Let's Talk](#) is a national advocacy service funded by the Scottish Government. It is for parents of children with additional support needs who need support in relation to a dispute or potential dispute with an education authority.

Information on the right to appeal decisions of education authorities regarding the provision of educational support under the Education (Additional Support for Learning) (Scotland) Act 2004 can be found at [Additional Support Needs | First-tier Tribunal for Scotland \(Health and Education Chamber\)](#).

Children between the ages of 12 and 15 years who have capacity to make a reference can also make 2 types of reference:

- A reference in relation to a co-ordinated support plan (CSP).
- A reference appealing against the education authority's assessment of the child's capacity or wellbeing.

Appendix 8: Equalities and Children's Rights

Everyone deserves to be treated equally, fairly and without prejudice.

The planned incorporation of the UNCRC into Scots Law means that the rights of children should be protected, promoted and defended in all areas of their life, including their rights to:

- education,
- freedom from violence, abuse and neglect,
- be listened to and taken seriously,
- A proper house, food and clothing, and
- relax and play.

When a child feels their rights have been infringed, their views will always be taken seriously.

Educational establishments create inclusive cultures by working in partnership with the wider community to agree positive values, by promoting and celebrating diversity and through delivering appropriate learning opportunities within their curriculum.

Schools and nurseries operate within Stirling Council's duty under the Equality Act (2010) to:

- Eliminate discrimination, harassment and victimisation.
- Advance equality of opportunity between people by removing or minimising disadvantage, meeting the needs of particular groups which are different from the needs of others and encouraging participation in public life.
- Foster good relations by tackling prejudice and promoting understanding.

The Equality Act 2010 identifies 9 protected characteristics from discrimination, harassment or victimisation:

- age
- disability
- gender reassignment
- marriage or civil partnership (in employment only)
- pregnancy and maternity
- race
- religion or belief
- sex
- sexual orientation.

Schools and nurseries have a duty to report prejudice based incidents.

Anti-bullying and Positive Relationships

Approaches to anti bullying reflect *Getting it Right for Every Child* and recognise that bullying impacts on wellbeing. In order to thrive and achieve their full potential, children and young people need learning environments which are safe, nurturing, respectful and free from fear, abuse and discrimination.

All education establishments operate within Stirling's Approach to Respect for All: Preventing and Challenging Bullying Behaviours and will, in consultation with wider communities, create establishment specific anti bullying policy.

Appendix 9: Getting it Right for Every Child

Getting it right for every child (GIRFEC) supports families by making sure children and young people can receive the right help, at the right time, from the right people. The aim is to help them to grow up feeling loved, safe and respected so that they can realise their full potential. Most children and young people get all the help and support they need from their parent(s) or carers, wider family and community but sometimes, perhaps unexpectedly, they may need a bit of extra help.



GIRFEC is a way for families to work in partnership with people who can support them, such as teachers, doctors and nurses.

GIRFEC is based on children's rights and its principles reflect the [United Nations Convention on the Rights of the Child](#) (UNCRC).

GIRFEC also respects parents and carers rights under the [European Convention on Human Rights](#) (ECHR).

Key elements of GIRFEC are:

- Wellbeing
- Named Person
- Child's Plan

Wellbeing

To help achieve a common understanding of what wellbeing means, it is broken into 8 wellbeing indicators.

Every child and young person should be Safe, Healthy, Active, Nurtured, Achieving, Respected, Responsible, Included at home, in education and in the wider community.

Each child is unique and there is no set level of wellbeing that children should achieve. Each child should be helped to reach their full potential as an individual.

Role of the Named Person

Children, young people and families need to know who they can contact when they need access to relevant support for their own, or their child or young person's wellbeing.

Within the GIRFEC approach, the role of a named person is to provide a clear point of contact within universal services, if a child, young person or family want information, advice or help.

The support of a named person is available to all children, young people and their families. A named person will predominantly be based within health or education services, usually in the form of a Teacher/Depute or Head Teacher, or a Health Visitor. However, there is no obligation on children, young people and families to accept the offer of advice or support from a named person.

Child's Plan

A personalised child's plan will be available when a child or young person needs a range of extra support planned, delivered and co-ordinated. The plan outlines what should improve for the child and the actions to be implemented and reviewed.

The Child's Plan should capture everyone's views, and it should reflect the child or young person's voice also.

The Child's Plan is managed by a 'lead professional' i.e. someone with the right skills and experience to make sure the plan is managed and reviewed regularly. Depending on the situation and the child's needs, the lead professional may also be the named person.

The child and parent/s and carer/s will know what information is being shared, with whom and for what purpose, and their views will be taken into account. This may not happen in exceptional cases, such as where there is a concern for the safety of a child, young person or someone else. Stirling educational establishments have long established staged intervention processes, which provide appropriate and proportionate assessment, planning and review to ensure children and young people have their individualised needs met. Your child's school or nursery can provide you with further information on the staged intervention process.

Appendix 10: Insurance Information

1 Public Liability

Stirling Council has Public Liability Insurance in respect of claims against the Council for bodily injury to any person or for loss or damage to any person's property for which the Council is legally liable. Negligence or failure to fulfil a statutory obligation on the part of the Council or its employees resulting in injury, loss or damage to property must be established.

Pupils' Property

Each session, unfortunately but inevitably, pupils' property is lost, damaged or stolen in school or nursery.

Parents should be aware of the following points:

- a. Parents' house contents policy may give some measure of cover for personal effects of family members.
- b. It is suggested that parents may wish to consider taking out additional individual personal cover.
- c. Pupils should be encouraged not to bring valuables to school or nursery.

The general rule is that pupils bring property to school at their own risk. There may be situations where the school accepts responsibility for pupils' property, but otherwise the Council is not responsible if property is lost, damaged or stolen in school or nursery.

2 Personal Accident/Travel Cover – Educational Excursions

The Council has arranged insurance cover for Educational Excursions organised by the Council.

A brief summary of the cover is as follows:

Persons Covered: Organisers, participants, members, employees and others on excursions or trips organised by or under the auspices of the Council.

When Covered: While participating in any activity organised by or on behalf of the Council beyond the limit of the school grounds.

If you require further information please contact the Council's Insurance Team on 07387 243095.

Appendix 11: School Health Service

NHS Forth Valley has a statutory obligation to provide health services for all school age children. The aim is to ensure that all children and young people, throughout their school years, are in the best possible health to benefit from their education.

School Nursing Service

School Nurses are available Monday – Friday between 8.30 am and 4.30 pm all year round, excluding public holidays and weekends. School Nurses are part of the integrated community team and are based in local health centres and clinics.

The School Nurse Team offer health screening, health assessments, health reviews, health promotion and health interventions when required.

A health screen and review of the child's growth is offered to all children in Primary 1. This involves a parent questionnaire and the opportunity of an appointment with the school nurse to discuss any parental concerns.

The School Nursing Team comprises of:

- School Nurses
- Family Support Workers

Children/young people, parents/carers may request a health appointment at any time by contacting the service on 01786 468272.

Referral to the School Nursing Service can be made by Education, Social Work, GP or any other health care professional using the appropriate Getting it Right for Every Child (GIRFEC) documentation and submitting the referral to fv.fvschoolnurseteamsecuremailbox@nhs.scot.

Appendix 12: School and Nursery Meals

School and nursery lunches are an important part of the day, encouraging our children to eat a nutritious meal. The lunchtime experience plays a huge part in developing a child's relationship with food, understanding where food comes from, the health benefits to our bodies and the opportunity to experiment and taste new foods.

The Scottish Government introduced changes to the Nutritional Standards for Food and Drinks Regulations within Schools in April 2021. The changes to the regulations are based on the most up to date scientific evidence on diet and are designed to support the health of children and young people within our education settings. The food and drink provided across the day is designed to support the Scottish Dietary Goals. This will ensure all children and young people receiving a meal have access to nutritionally balanced lunches. We are committed to provide healthy, nutritious and good value for money meal options in all our Nurseries, Primaries and Secondary Schools.

Every P1 to P5 pupil is entitled to a free meal. We would encourage parents to access this meal as there are benefits to having a meal. The focus is on an enjoyable lunchtime experience for all children.

All 3 and 4 year old children and eligible 2 year olds are entitled to a free meal if they are in nursery for more than 4 hours accessing a funded session. Parents may still choose to provide a packed meal if preferred. During unfunded sessions, parents can purchase a meal if they choose to do so.

In addition to meals, all nurseries will provide a morning snack and afternoon snack. There will be no cost for this during funded or unfunded sessions. Snacks will include Scottish Government funding milk and a portion of fruit/vegetables.

Our Nurseries and Primary schools offer a two course lunch menu with a choice of main meal, and either a starter or dessert. The menu runs on a three week cycle and has plenty of healthy and popular meals on offer for pupils. Menus and current prices can be viewed on the Council's website, <https://www.stirling.gov.uk/schools-and-learning/schools/school-menus/>.

Pupils and parents have an opportunity to provide feedback and have their say regarding the development of future menus and always welcome suggestions for improvement.

Where a child or young person has an allergy or requires a specific diet, this can be catered for in most circumstances however, this must be communicated clearly to the Catering Supervisor, discussed and a clear plan agreed. Full allergen assessment information will be available in every school kitchen. The special diet policy must be followed at all times and documentation completed by parents.

Parent Pay

Parent pay is a web-based application that provides a facility for parents to pay online for school & nursery meals, trips, music tuition etc.

Parents will benefit from being able to make on line payments for meals using a secure website at any time that is convenient. Parents can view all transactions online and see their running balances. This makes it a safer method of payment, instead of children taking cash into schools and nurseries. For more information, please go to [ParentPay website](#).

From Monday 23 October parents will be able to pre order their child's school lunch online.

Food for Life served here

Stirling Council has been a member of the FFL accreditation scheme since 2012. The FFL accreditation providers must achieve the thirteen standards of the Bronze Food Life which include 75% of all dishes on the menu to be freshly prepared on site.

The Food for Life Catering Mark is an endorsement from the Soil Association Scotland that as caterers we have taken steps to ensure that the food that we serve uses fresh ingredients which are free from undesirable additives and trans fats, are better for animal welfare and comply with national nutrition standards:

- Our meals do not contain any undesirable food additives, hydrogenated fats or GM ingredients.
- Over 75% of our dishes are freshly prepared every day by our cooks.
- All of the meat we use is traceable and from farms which satisfy UK welfare standards.
- All of the eggs we use are free range from cage free hens.
- We offer a seasonal menu.
- We provide ongoing training for our dedicated team of catering staff.
- We ensure our meals comply with the national nutritional standards set out by the Scottish Government.
- We provide information for children about where their food comes from.
- Poultry, eggs and pork are produced in line with the standards set for the Freedom Food Scheme, a welfare minimum or 10% of ingredients are organic. All of the milk we use in our recipes and the children drink is certified local organic milk.
- A range of locally sourced items are on the menu.
- No fish is served from the Marine Conservation Society "fish to avoid list".

We are proud of our Silver Food for life accreditation for all our meals, promoting food provenance, freshly preparing foods free from nasty additives colourings and preservatives. More information about the standard can be found on the Soil Association website, <https://www.soilassociation.org/certification/foodservice/>.

We would like to continue to reassure our Parents that the school and nursery meals service within Stirling Council are working hard to provide a safe environment for pupils and staff and are working to Covid 19 protocols.

Breakfast clubs

There are currently 13 breakfast clubs being run by Stirling Council and 3 by Parents groups. They operate for 1 hour per day, 5 days per week during term time. On average, 343 pupils attend the breakfast clubs per day. Facilities Management provide a Catering member of staff and schools provide a Support for Learning Assistant (SLA) to set up and deliver the service each morning. Check out your school website to see if your school is providing a breakfast club service.

In order to ensure a compliant Breakfast service, in line with all relevant guidance on food provision and in line with national and local guidance for schools we are now operating a different menu which consist of:

Day	Options Available
Monday	1 slice of bread toasted, spread with Summer County margarine. Yogurt Milk to drink
Tuesday	Kellogg's Cornflakes or Kellogg's Multigrain shapes with milk/Porridge or Readybrek Honey to sweeten Tinned Fruit Milk to drink
Wednesday	1 slice of bread or ½ a bagel toasted, spread with Summer County margarine Fresh prepared fruit Milk to drink
Thursday	Kellogg's Cornflakes or Kellogg's Multigrain shapes with milk/Porridge or Readybrek Honey to sweeten Tinned Fruit Milk to drink
Friday	A full Kara roll toasted, spread with Summer County margarine. Fresh prepared fruit Milk to drink

All our Catering staff receive regular training in Food Hygiene, Health and safety, Cross Contamination, Allergen and Special diets policy. Each member of staff hold individual training certificates with all Catering Supervisors trained to Rehis accredited Intermediate Food Hygiene standard.

All kitchens follow our BSI accredited Management system (ISO 9001:2015) along with Cooksafe and HACCP guidance complying with all Environmental Health Guidance.

We constantly strive to improve our service and welcome feedback to develop our menu and other services we provide.

Appendix 13: School Holidays

School holidays are set on an annual basis and reflect the agreed formula by Stirling Council which operates a set pattern.

Autumn term

Starts on the Monday of the second full week in August.

October holiday

Week starts on the Monday of the second full week in October.

Christmas holiday

Two full weeks to include four public holidays on 25th, 26th December and 1st, 2nd January.

Easter holiday

The first Monday in April, for two weeks, regardless of when Easter weekend falls.

A full week is a week that commences on a Sunday.

2023-2024 School Holidays

Autumn Term Starts Ends	Monday 14 August 2023 Tuesday 15 August 2023 Wednesday 16 August 2023 Friday 6 October 2023	Staff Development Day Staff Development Day Pupils return
October Holiday Starts Ends	Monday 9 October 2023 Friday 20 October 2023	
Winter Term Starts	Monday 23 October 2023	
Winter Term Ends	Friday 22 December 2023	
Christmas Holiday Starts Ends	Monday 25 December 2023 Friday 5 January 2024	
Spring Term Starts	Monday 8 January 2024	
	Monday 12 February 2024 Tuesday 13 February 2024 Wednesday 14 February 2024 Thursday 15 February 2024 Friday 16 February 2024	Staff Development Day Staff Development Day Local Holiday Local Holiday Local Holiday
Spring Term Ends	Thursday 28 March 2024	
Spring Holiday Starts Ends	Friday 29 March 2024 Friday 12 April 2024	Good Friday
Summer Term Starts	Monday 15 April 2024	
	Friday 3 May 2024 Monday 6 May 2024	Staff Development Day Local Holiday
Summer Term Ends	Friday 28 June 2024	
Summer Holiday Starts Ends	Monday 1 July 2024 Friday 9 August 2024	
	Monday 12 August 2024 Tuesday 13 August 2024 Wednesday 14 August 2024	Staff Development Day Staff Development Day Pupils return

2024-2025 School Holidays

Autumn Term Starts	Monday 12 August 2024 Tuesday 13 August 2024 Wednesday 14 August 2024	Staff Development Day Staff Development Day
Ends	Friday 11 October 2024	Pupils return
October Holiday Starts	Monday 14 October 2024	
Ends	Friday 25 October 2024	
Winter Term Starts	Monday 28 October 2024	
Winter Term Ends	Friday 20 December 2024	
Christmas Holiday Starts	Monday 23 December 2024	
Ends	Friday 3 January 2025	
Spring Term Starts	Monday 6 January 2025	
	Monday 10 February 2025 Tuesday 11 February 2025 Wednesday 12 February 2025 Thursday 13 February 2025 Friday 14 February 2025	Staff Development Day Staff Development Day Local Holiday Local Holiday Local Holiday
Spring Term Ends	Friday 4 April 2025	
Spring Holiday Starts	Monday 7 April 2025	
Ends	Monday 21 April 2025	Easter Monday
Summer Term Starts	Tuesday 22 April 2025	
	Friday 2 May 2025 Monday 5 May 2025	Staff Development Day Local Holiday
Summer Term Ends	Friday 27 June 2025	
Summer Holiday Starts	Monday 30 June 2025	
Ends	Friday 8 August 2025	
To Be Confirmed	Monday 11 August 2025 Tuesday 12 August 2025 Wednesday 13 August 2025	Staff Development Day Staff Development Day Pupils return

Appendix 14: School Transport

Stirling Council provides free transport to school age children who live more than two miles from their catchment school, or where there is no safe walking route available.

Further information is available on the Council website, <https://www.stirling.gov.uk/schools-and-learning/schools/school-transport/>.

Appendix 15: Unexpected Closures

While nurseries and schools have contingency planning in place to cope with a number of circumstances, sometimes it is necessary to close nurseries or schools or amend the normal day. e.g., storm damage, power cut.

In the event of this happening, we have to ensure school record of parents' place of employment and childcare arrangements are up to date. Please make sure we have an emergency contact telephone number and address. We will issue an annual update form to check the accuracy of contact details and other information held by the school.

Please make sure your child knows who to go to if you are not at home.

Appendix 16: Register of Personal Data Processing

Data Protection laws say that the Council must be transparent about how we process personal data.

This Register of Data Processing sets out the Council's activities that involve the collection and use of personal information and the reason why we can process your information lawfully.

Privacy Notice

For each activity, we publish a Privacy Notice setting out how personal data is used.

We are legally obliged to safeguard public funds so we are required to verify and check your details internally for fraud prevention. We may share this information with other public bodies (and also receive information from these other bodies) for fraud checking purposes.

We are also legally obliged to share certain data with other public bodies, such as HMRC and will do so where the law requires this. We will also generally comply with requests for specific information from other regulatory and law enforcement bodies where this is necessary and appropriate.

Your information is also analysed internally to help us improve our services. This is covered in our Fraud Privacy statement.

Privacy Notices are available on the Council website, <https://www.stirling.gov.uk/council-and-committees/managing-information/register-of-personal-data-processing/>.

Appendix 17: Parentzone Scotland

Parentzone Scotland is a unique website for parents and carers in Scotland, from early years to beyond school. The website provides up-to-date information about learning in Scotland, and practical advice and ideas to support children's learning at home in literacy, numeracy, health and wellbeing and science.

Information is also available on Parentzone Scotland regarding additional support needs, how parents can get involved in their child's school and education. Furthermore, the website has details about schools including performance data for school leavers from S4-S6; and links to the national, and local authority and school level data on the achievement of Curriculum for Excellence levels.

Parentzone Scotland can be accessed at <https://education.gov.scot/parentzone>.