



Stirling Council  
Schools, Learning & Education

Kippen 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

*“Be All You Can Be”*

Our school is dedicated to providing a safe, secure and stimulating environment where all children can develop their skills and talents in a variety of ways and to the best of their abilities. We want our children to feel confident, to see themselves as successful learners, confident individuals, responsible citizens and effective contributors. In partnership with parents we aim to develop our children’s qualities through a focus on our shared school values of Respect, Responsibility, Integrity, Courage and Honesty. We promote an ethos of achievement by recognising and celebrating achievements in school and beyond.

Education begins at home – parents/carers are a child’s first and most important teachers. By working together, we build partnerships which will benefit the whole school community. We encourage parents to play an active role in the life of our school. We listen to and welcome comments and expect and look forward to the support of all parents/carers.

Through the annual School Improvement Plan priorities we continually seek to develop and enhance our school and curriculum to reflect the principles of Curriculum for Excellence. We endeavour to raise attainment and achievement of all of our pupils and where pupils require additional support we meet their needs through Stirling Council Staged Intervention Process. We work effectively as a school team and seek opportunities to develop the teaching and leadership skills of all staff.

We hope you will find this handbook useful. It is intended to answer the kind of questions parents most frequently ask about the school. If you require any further information, please do not hesitate to contact the school.

Carole Logan  
Headteacher

## Description of the School

The school was refurbished and extended to a high standard in 1998 and has accommodation for up to 150 pupils. There are six classrooms, a hall, a medical room, and office accommodation. The extension incorporates an open area which is used for a library and team/co-operative teaching activities.

The playground, which is on several sloping levels, is large and has both grassy and concrete areas suitable for all forms of play. It is divided into specific play areas to provide a more active and stimulating playground environment. There is also a multi-sports activity area in the lower school grounds. The school grounds/access points are protected by CCTV cameras.

The office is usually staffed between 9am-1pm daily by our admin assistant Mrs Casserly. The school office area should not be accessed by anyone other than school staff due to the confidential nature of paperwork and files in this room.

## School Information

<b>School address</b>	Kippen Primary School Main Street Kippen FK8 3DN
<b>Telephone number</b>	01786 870372
<b>Email</b>	<a href="mailto:kippenps@glow.sch.uk">kippenps@glow.sch.uk</a>
<b>Website</b>	<a href="https://blogs.glowscotland.org.uk/st/kippenprimary/">https://blogs.glowscotland.org.uk/st/kippenprimary/</a>
<b>School Roll</b>	132
<b>Headteacher</b>	Mrs Carole Logan
<b>Principal Teacher (Acting)</b>	Mr Martin Donald
<b>Class Teachers</b>	Miss Kat Alexander Miss Maria MacInnes Miss Anna Cochrane Miss Elisha Young Mrs Vicky Mier (Tues-Fri) Mrs Fiona Stirling (Mon-Wed) Mrs Sinead Selmes (Wed-Fri) Mrs Carolyn White (Mon/Tues)
<b>Office Administrator</b>	Mrs Janis Casserly (am)
<b>Support for Learning Assistants (SLAs)</b>	Mrs Grace Middlemass Mrs Wendy Shuttleworth Mrs Laura Holst Mr Stephen Hodge
<b>Cleaning and Catering Staff</b>	Mrs Maxine Robertson Mrs Carolyne Park
<b>Visiting Specialists</b> Music PE Support for Learning Visual Impairment Teacher	Mrs Kirsten Stuart Mrs Lisa Smith Mrs Esther Laing Mrs Susannah Stewart
<b>Active Schools Co-ordinator (Balfron)</b>	Mr Neil Thomson

## The School Day

<b>9.00 am</b>	School starts
<b>10.45 am</b>	Playtime starts
<b>11.00 am</b>	Playtime ends
<b>12.15 pm</b>	Lunchtime starts
<b>1.15 pm</b>	Lunchtime ends
<b>3:10pm</b>	Tidy Up Bell
<b>3:15pm</b>	School finishes

Parents should note there is no adult supervision in the school playground before 9 am or after 3.15 pm. Children dropped off in the playground prior to the school bell remain under the supervision of their parent/carer. Children should not leave the playground once they have been dropped off. Between 9 am and 3.15 pm all school break times are supervised by SLAs.

At the end of the school day children are dismissed into the playground and should be collected on time by a parent/carer or permitted to walk home with parental permission. Pupils who expect to be collected and aren't, are instructed to return to the school building and alert members of staff.

Classes on the lower ground floor (P1/2, P2/3, P3/4 and P4/5) should use the entrance/exit from the ramp into the bottom playground and classes on the ground floor (P5/6 and P6/7) should use the entrance/exit into the top playground.

Children entitled to school transport travelling by Stirling Council school taxi will be dropped at school no earlier than 8.45 am and may, if a parent requests it, sit inside on the friendship bench until the first line up bell rings. Requests should be made to the Headteacher.

## Composite and Multi Composite Class Structures

In a small school like Kippen, composite (2 stages) or multi composite (3 or more stages) classes are a way of life.

The school has 6 classrooms and 7 stages from P1 – 7 therefore straight classes across the school are not possible. Space, staff allocation, numbers of pupils at each stage and maximum class sizes all dictate the number of classes and the make-up and formulation of composite classes.

All schools follow the guidelines set out by Stirling Council Education Services for composite classes.

Guidelines state classes should be made up according to:

- age,
- maximum class size of 25,
- gender balance – where possible,

- where possible leaving one space at each stage to avoid reorganisation of classes at a later date should new pupils enrol,
- availability of staff (staffing levels are allocated to the school annually and are dependent on school roll).

Opportunities are organised where possible for children in composite classes to mix with their peers e.g. assemblies, school events, sports tasters and festivals, concerts, award ceremonies, playtime, lunch breaks, social events.

Careful and regular monitoring of progress for individuals/groups of children is undertaken in school as part of ongoing Quality Assurance procedures.

These procedures involve:

- Target setting
- Jotter monitoring
- Classroom observation
- Team meetings
- Formal and informal discussion with class teachers
- Focus groups of children giving feedback to staff
- Formative and summative assessments
- Moderation at school and learning community level

## Support for Pupils

We all want the best for our children and we work in partnerships with parents to support and enable our children to achieve their potential.

Any child in Kippen deemed to have additional support needs will be supported through the formal Staged Intervention process.

Any child causing 'ongoing' concern to a teacher/parent in any aspect of their school life and who is not responding to general classroom strategies will be placed on 'Stage 1' of intervention 'raising concern'. This will be done after discussion of concerns with parent/carer and will involve a meeting to discuss individualised strategies to be employed in school/at home. Parent will be updated on progress at Parent Consultation evenings. Most children at stage one who make progress through short term changes or support in class can be removed from the Staged Intervention process.

Where Stage 1 yields no improvement and concerns remain, staff will arrange to meet with parents to discuss a move to Stage 2. Stage 2 is the level where a child is recognised under the Additional Support Needs Act as having recognised Additional Support Needs. This level can involve assessment to create a pupil profile of needs so that the appropriate support can be put in place. Further stages are Stage 3, which requires multi agency input and for an IEP (Individualised Educational Programme) and Stage 4 Exceptional/Complex Needs. Children can move up or down a level according to progress/ level of need. This is decided at formal review meetings annually which are attended by parents.

All classes have a range of abilities across the class. Teachers are skilled at planning for many stages and levels and all forward planning takes account of different needs whether in a straight or composite class.

Due to the school roll or distribution of numbers across the primary stages, Kippen Primary can have multi composite classes (i.e. 3 stages in one class). The current structure in the school is in two stage composites, although at times we may have multi-composite class and single stage class. Composites and classes are reorganised, in consultation with the local authority who allocate staffing/budget, every year prior to the end of the academic year in June. The makeup of classes/groups can change depending on the roll at the time of this exercise. Please note; in rare circumstances classes can be reorganised during summer holiday periods due to staff changes or an influx of pupils at a certain stage. Where there are a range of possible class configurations, the Headteacher and the Parent Council may consult on school roll/class structure after the budget allocation/staffing allocation is indicated by Stirling Council for the forthcoming academic year.

## School Values and Aims

We aim to give our children a range of opportunities to develop the four capacities as defined in A Curriculum for Excellence; confident individuals, successful learners, effective contributors and responsible citizens.

Our work at Kippen Primary is firmly grounded in a vision for a school that puts children first.

We aim to fulfil our vision of 'Be All You Can Be' by:

- Raising standards of attainment by providing an appropriate, challenging and stimulating environment.
- Promoting an ethos of mutual respect and care which supports children and staff in achieving their best.
- Supporting children in developing confidence, positive attitudes and lifelong learning skills to enable them to be active, responsible citizens.
- Demonstrating our values Responsibility, Respect, Honesty, Integrity and Courage in all that we do.
- Promoting and developing partnership between school, home and community.

## Health Promotion

Kippen Primary promotes healthy lifestyles in a variety of ways:

- Support for pupils e.g. administration of medicines
- Access to healthy school meals
- Special events over the course of the year e.g. smoothies/fruit day/Fairtrade Week
- Access to water through pupils own water bottles in class, refillable at the water fountain
- Special dietary menus for school lunches
- Additional PE sessions and sports tasters
- Participation in events to promote health e.g. health week
- Drop in sessions with Headteacher (at child's request)
- Whole school/class assemblies



- Staff participation in health at work events
- Relationship, Sexual Health and Parenthood education <https://rshp.scot>
- Playground games
- Playground buddies
- Peer mediators
- Parents are asked to support the school by providing healthy snacks for playtime and healthy options in packed lunches, and encouraging adequate sleep and lots of active sports/activities out of school
- Staged Intervention process for children with additional support needs
- Parent Council social events for children
- Outdoor activities
- Stranger Danger
- Handwashing
- Teeth brushing – Child Smile project in P1 and P2
- Dental visits P1 and P7
- P1 Health checks
- Flu Immunisation programme
- Sun Safe
- Targeted programmes such as Seasons for Growth

## Ethos

In our daily lives we strive to live out our agreed school values of: Integrity; Respect; Responsibility; Courage and Honesty; in all we do. We demonstrate these and expect others to demonstrate them in their interactions with us, ensuring our ethos is one which enables every member of our learning community (staff, children, parents and others) feel valued.

## Values

The whole school community including Staff, Parents Children, local community and Minister all agreed school values, they are as follows:

- Act with integrity
- Be honest
- Be responsible
- Be respectful
- Be courageous

Our values provide reference for the expected behaviour in school and are used to promote and support our positive ethos and are used as part of restorative conversations.

## Promoting Positive Relationships

As with society and all school establishments, we are all expected to honour and adhere to certain rules. Staff and pupils identify and agree school rules. This ensures a sense of ownership. Each individual in our learning community is expected to take responsibility for their own attitude and behaviour. Parents are expected to work in partnership with the school by encouraging their child to follow school rules and demonstrate appropriate behaviour towards others. To this end all adults are role models for our children, within and out with school. We promote positive behaviour through our school values and our motto of 'Be All You Can Be'. We use restorative behaviour approaches which enable children to reflect on the effect their behaviour has on others and choices they can make to improve. We recognise and celebrate positive behaviour through assembly, pupil certificates, big books, stickers and our twitter wall.

## Mobile Phones

We recognise that some children may have mobile phones. We discourage children from bringing these to school but accept they may need them for out of school contact. All mobile phones should be turned off and handed into the class teacher during school hours and collected at the end of the school day. If phones are used in school between 9 am and 3:15 pm, they will be confiscated and returned to an adult at the end of the day. We appreciate the support of parents in this regard.

## Seeking Adult Support

Our children have access to a range of adults should they require help or support at any time.

They can:

- Speak directly with a class teacher on request to discuss concerns, class work/seek support.
- Speak directly with an SLA (Support for Learning Assistant) during all break times to report incidents/concerns/seek support.
- Speak directly with the Headteacher on request to discuss concerns/seek support.

Pupils at Kippen Primary know that they can make contact with the Headteacher privately by putting a note in the wallet on her office door. A discreet system is in place to then arrange a private drop in time for any child who has left a note to meet with the Headteacher.

Children regularly access this provision during the week to discuss concerns or indeed to have a reassuring chat. Should anything come out of discussions with your child that is of a concerning nature you will be contacted by the Headteacher or class teacher.

Staff are skilled and experienced in dealing with a broad range of complex issues and most things can be addressed and resolved at school level. Support staff meet with the Headteacher on a regular basis to discuss playground issues, vulnerable pupils and strategies to support children socially and academically.

## Houses

In 2010 we introduced school Houses Ledi, Lomond and Nevis, to encourage further working together and enhance motivation. Each year our P7 pupils prepare speeches to apply for the positions of House Captain/Vice Captain and are voted in by staff and pupils across the school.

### House Captains 2023-24:

- **Ledi:** The House Captain for Ledi is Niamh and the Vice Captain is Ruairi
- **Lomond:** The House Captain for Lomond is Ella and the Vice Captain is Aidan
- **Nevis:** The House Captain for Nevis is Ellin and the Vice Captain is Leah

All the P7s prepared very well planned speeches and presented these confidently and clearly to their houses. They should all be congratulated for their effort and enthusiasm. All P7s have opportunities to have their leadership skills recognised by volunteering for other leadership roles throughout the year.

The House Captains and Vice Captains meet regularly to discuss plans for house meetings and house events. Children should speak to their House Captain if they have any ideas that they would like to share with them.

## School Improvement Plan

The current school improvement plan can be accessed via the school website and school improvement board in school.

### We aim to raise attainment and achievement by:

1. Providing a learning environment that is challenging, supportive, and nurturing.
2. Providing a stimulating and motivating curriculum which enables children to develop the four capacities of CfE – Respectful Learners, Effective Contributors, Successful Learners, Confident Individuals.
3. Providing learning experiences which help our children understand the importance of Health and Wellbeing and how to make positive contributions to their own Health and Wellbeing.
4. Promoting and developing partnership between school, home, community and other agencies.
5. Promoting an ethos that supports children and staff in achieving their personal best.
6. Developing confidence and a 'can do' attitude in our children.
7. Fostering pride in our school.
8. Demonstrating agreed values in all that we do.

## Standards and Quality Report

This annual report gives parents/carers an update on school progress every year in meeting the improvement targets in the annual School Improvement Plan. The report is available on the school website <https://blogs.glowscotland.org.uk/st/kippenprimary/> and on the school improvement board in school.

# Curriculum

The school curriculum is the totality of all that we do. Our Curriculum Rational wall in the entrance corridor shares a visual representation of our school's curriculum.

## Curriculum for Excellence

Curriculum for Excellence aims to achieve transformational change in Education in Scotland by providing a coherent, more flexible and enriched curriculum from 3 – 18. This means:

### Developing Skills for Learning, Life and Work

A coherent and inclusive curriculum from 3 to 18 wherever learning is taking place, whether in schools, colleges or other settings:

- A focus on outcomes.
- A broad general education.
- Time to take qualifications in ways best suited to the young person.
- More opportunities to develop skills for learning, skills for life and skills for work for all young people at every stage.
- A focus on literacy, numeracy and health and wellbeing at every stage and across learning.
- Appropriate pace and challenge for every child.
- Ensuring connections between all aspects of learning.

Throughout, there will be a focus on developing the four capacities in all our pupils – successful learners, confident individuals, effective contributors and responsible citizens.

Every child and young person is entitled to experience a broad general education. This broad general education takes place from the early pre-school years to the end of S3.

As well as Literacy, Numeracy and Health and wellbeing, experiences and outcomes have been produced for 8 main areas:

- Languages
- Mathematics/Numeracy
- Expressive Arts
- Health and Wellbeing
- Religious and Moral Education
- Sciences
- Social Studies
- Technologies

## Languages

Languages consists of four areas – reading, writing, listening and talking. Various reading and language schemes which help us teach and develop skills in and across the four areas are used throughout the school.

French is also part of the language curriculum and is being introduced from P1. Our French curriculum concentrates on the spoken word and using the language in day-to-day situations. French is being introduced from P1 onwards through the FLAME (Foreign Language as a Medium for Education) 1+2 Approach. The Scottish Government's policy, Language Learning in Scotland: A 1+2 Approach, is aimed at ensuring that every child has the opportunity to learn a modern language from P1 onwards.

Additionally, each child should have the right to learn a second modern language from P5 onwards. Through consultation with pupils and parents, our second modern language is Spanish.

## Mathematics

- Number, money and measurement
- Shape, position and movement
- Information handling
- Problem-solving and enquiry

As part of our School Improvement Planning process we have engaged with Local Authority development work to further develop and improve opportunities for learning numeracy and maths. Teachers actively promote numeracy skills across all curricular areas, in line with the principles and expectations of Curriculum for Excellence.

## Expressive Arts (Music, Art and Design, Drama, Dance)

The Expressive Arts are fundamental in enriching the quality of teaching and learning across the curriculum through nurturing and promoting individual creative and aesthetic talents and enhancing learning through partnership with peers, creative adults, professional arts and cultural organisations. Children develop an understanding and appreciation of the power and diversity of the arts. We receive input from a music specialist for a block of lessons each year.

## Religious and Moral Education

Religious and Moral Education supports the development of self-awareness, relationships with others and the realm of beliefs, values and practices. Discussion of religious and moral issues should be open and pupils should be encouraged to express their own views and feelings and to listen with respect to the views and feelings of others. It is important that, while recognising the role of Christianity as the major religious tradition of this country, pupils should also be encouraged to develop understanding of and respect for other faiths and people who adopt a non-religious stance for living. 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 pupils as whole people and responsible citizens and as a result, wishes to encourage their development in spiritual, moral and cultural terms.

## **Social Studies**

Social Studies integrates the main ways in which children learn about the world.

The social studies experiences and outcomes have been structured under three main organisers; People, Past Events and Societies, People, Place and Environments and People in Society, Economy and Business.

In considering contexts for learning, staff will be planning to ensure the children will have a breadth and balance of knowledge, understanding and enquiry skills and will be developing their capacities as successful learners, confident individuals, effective contributors and responsible citizens. Increasingly, staff and children are also developing contexts for learning which are creative and vary each year in response to national and global events.

Staff will plan and teach some aspects of social studies using 'interdisciplinary learning approaches' (IDL) – this way the learning engages the children, excites them and is relevant to their real lives now and/or in the future. In doing this, the children will transfer skills learned in other curricular areas and practically apply them within an appropriate context for learning.

Children will develop through the 4 capacities and understanding of rights and responsibilities, the importance of active citizenship and the central concept of equality in a democratic, fair and caring multi-cultural society.

## **Sciences**

The experiences and outcomes in science provide opportunities for children and young people to develop and practise a range of inquiry and investigative skills, scientific analytical thinking skills, and develop attitudes and attributes of a scientifically literate citizen.

The five key concepts in Science are: Planet Earth, Forces, electricity and waves, Biological systems, Materials and Topical science.

## **Health and Wellbeing**

### **Health Education, Physical Education, Personal and Social Development**

Health and Wellbeing outcomes and experiences have been structured under the following organisers: 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 offer opportunities for children to explore and clarify their attitudes and values about health and lifestyle issues, develop personal and inter-personal skills and increase their knowledge and understanding of health and lifestyle issues. Children are encouraged to value themselves, grow in confidence and increasingly take responsibility for their own health. 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 health education programme also includes learning about relationships, sexual health and parenthood. We use the national site <https://rshp.scot/> to support learning in this area. Parents can view the materials by visiting the website. The curriculum for our Primary 6 and 7 pupils also includes a series of personal safety lessons called 'Feel, Think, Do.' Parents have the right to withdraw their child from sexual health education by notifying the school.

Our PE curriculum reflects a broad range of sport and physical activities. Class teachers teach PE and a visiting specialist teacher will visit for a block of lessons each year. A variety of activities are arranged throughout the year in partnership with the Active Schools Primary School Co-ordinator (Neil Thompson) e.g. after school sports tasters. Active Schools also trains parent volunteers to deliver after schools sports sessions and supports staff and parents to deliver a range of sporting opportunities. Primary 5 children usually have the opportunity to participate in swimming classes at Balfron High twice a week for a 10 week block during the school session though as sessions in previous years have been postponed sessions due to Covid there are some temporary adaptations to this.

## Technologies

### ICT, Technology and Enterprise

Technologies include creative, practical and work-related experiences and outcomes in craft, design, engineering, graphics, food, textiles and information technologies. These enable children to become informed, skilful, thoughtful, adaptable and enterprising citizens.

Information and Communications Technology has the potential to enhance the quality of learning and teaching across the Curriculum. It provides both the context and the necessary tools for cross curricular learning, developing knowledge and understanding of the world in which our children live. The use of ICT to support the curriculum contributes significantly to the raising of educational standards and to the preparation of learners for taking their place in a rapidly changing technological world. We benefit from having access to Wi-Fi in all classrooms in the school.

For more information on this please go to [www.curriculumforexcellencescotland.gov.uk](http://www.curriculumforexcellencescotland.gov.uk) or [www.parentzonescotland.gov.uk](http://www.parentzonescotland.gov.uk) is also a very informative and useful parent website.

Kippen Primary fully endorses the principles of Curriculum for Excellence. Through self evaluation and the school improvement planning process we continually review our curriculum and approaches to teaching and learning to reflect the principles and practice recommended by 'Curriculum for Excellence'.

# Assessment

## Formative and Summative

Assessment is an integral part of teaching and learning and we use a variety of assessment techniques to build a profile of each individual pupil. Information gathered about progress is shared with pupils during the course of their learning, and with parents in written reports and parent consultation meetings.

Summative and formative assessments are used to assess that a child has achieved a level of competence within each area of the curriculum. No assessment is used in isolation. It is essential that a profile of progress is built up over time to give a holistic view.

The majority of assessment is ongoing and is undertaken by the class teacher during class/group lessons. Children undertake peer assessment and are encouraged to self-assess to evaluate their own understanding. Teacher assessment is ongoing and is used to determine 'next steps' in learning.

Our school uses various 'Assessment for Learning' strategies to encourage discussions about learning between children and teacher, children and their peers and enable the learner to focus on strengths and development needs. Assessment for learning encourages children/staff to focus on assessment as a means of giving good feedback and highlighting next step for learning.

Our children and teachers use the following types of assessment.

## Teacher Feedback

This can be oral or written. Two stars and a wish feedback focuses on 2 positive comments and one comment on action for improvement.

## Peer Assessment

Children evaluate each other's work in a range of ways e.g. A carousel using 2 stars and a wish.

## Self Assessment

Children evaluate how they coped with a lesson using Traffic Lights.

<b>Green:</b>	I did really well.
<b>Amber:</b>	I did well with some support/I had a little difficulty.
<b>Red:</b>	I found this too difficult.

They are also encouraged to think about strengths and 'next steps in learning', e.g. WWW (What went well) EBI (Even better if).



## Learning Intentions (L.I.)

Learning outcomes are discussed with children in all classes prior to teaching/learning commencing. In this way the learner is clearly focused in the purpose of the task and what the class teacher/peer will be assessing at the end of the lesson/block of lessons.

## National Standardised Assessment for Scotland (NSA)

The Scottish Government has introduced a single, nationally developed set of standardised assessments, designed to reflect the way we deliver education in Scotland, through Curriculum for Excellence. Ongoing and informal assessment is, and will continue to be, a central part of everyday assessment. Teachers will continue to draw on all of the assessment information available to them, when considering children's progress and planning the next steps in their learning.

National Standardised Assessments for Scotland focus on aspects of reading, writing and numeracy. All children in P1, P4, P7 and S3 will be assessed. Assessments are completed online and are marked automatically giving teachers immediate feedback to help with planning for children's progress.

P1 children will take two NSA assessments: one in literacy and one in numeracy. P4 children will take three NSA assessments: one in reading, one in writing and one in numeracy. P7 children will take three NSA assessments: one in reading, one in writing and one in numeracy. S3 young people will take three NSA assessments: one in reading, one in writing and one in numeracy.

The assessments are used as part of routine teaching and learning to help teachers understand how well your child is progressing and to plan next steps.

The system is designed so that if a child is experiencing difficulty, the questions will get easier, and if a child is doing well, the questions will become more challenging. In this way, the assessments establish children's capacity without them having to face lots of questions that are too easy or too hard for them to answer. There is no pass or fail.

The assessments are as short as possible and are age and stage appropriate. We do expect, however, that the majority of children will complete each assessment in no more than 45 minutes. Your child will not be expected to take assessments covering reading, writing, and numeracy in one sitting.

National Standardised Assessments for Scotland data provides additional information to the teacher regarding how your child is progressing in school. Your child's teacher will use this feedback to help plan next steps and provide further support as appropriate. Providing the right support at the right time will help to ensure your child can reach his or her potential. The assessments should be seen by children as another aspect of daily learning. Your child does not have to revise or prepare for assessments. There is no additional workload for your child and the assessments will not distract from daily learning.

# Partnership with Parents

## Parental Involvement

Kippen Primary actively seeks the involvement and participation of parents in the life of the school through:

- Parent Council meetings and social events.
- Using Seesaw to share and celebrate their child's learning.
- Invites to special assemblies, concerts and Church services.
- School events e.g. World book day, National Poetry day etc.
- Consultation e.g.: Curricular priorities.
- Focus groups to support Parent Council/School priorities.
- Classroom visits e.g. to see children's projects/topic books.
- Joint ventures e.g. School Enterprise/Fundraising events.
- Helping in classrooms, library or whole school projects.
- Helping with school events.
- Parent Consultation evenings.
- Participation in children's committees e.g. Eco/Grounds Team, Healthy Eating etc.
- Parent representation on school committees of Eco Team, Grounds etc.
- Volunteering expertise in the classroom.
- Running or assisting with after school sports activities e.g. running, cross-country, rugby, multi sports club, football club.
- Supporting class trips.
- Open Days.
- Workshops.
- Meet the teacher.

Any parent wishing to volunteer/help in school should contact the Class Teacher, Principal Teacher or Headteacher. All offers are warmly received.

## A Warm Welcome from Kippen Parent Council

The Kippen Primary School Parent Council (KPC) is the combined efforts of an elected committee and a parent forum made up of all parents and carers of children who attend the school. The main purpose of the Parent Council is to support the school in its work with pupils, represent the views of the parents and carers and facilitate communication between the school, families, and the wider community.

The Parent Council meets once a term. Discussions are friendly and informal and often focus on ways in which KPC can assist the school to benefit the education and learning experience of all the children. There are many ways the Parent Council can do this from fundraising and organising events such as The Community Christmas Concert, ceilidhs, school discos and raffles to participating in local events such as The Kippen Street Fayre. Our aim is to bring together parents, carers and members of the community who can bring specialist skills and knowledge to the school and its pupils.

We warmly welcome participation and support from all our parents and carers and invite you to attend the quarterly meetings. If you would like more information or would like to help in any way, please e-mail: [kippenschoolparentcouncil@gmail.com](mailto:kippenschoolparentcouncil@gmail.com)

Kimberly Campbell  
Parent Council Chair, Kippen Primary School

## Moving to Kippen?

If you are moving into the catchment area and you wish your child to attend Kippen Primary School please reenrol your child as soon as you can. Contact the school office who will advise you of the steps for enrolment. You are welcome to visit and have a look at the layout of the school. Please ask for an appointment by contacting Mrs Janis Casserly, Office Administrator or Mrs Carole Logan, Headteacher, and we will arrange an opportunity to take you round the school. Enrolment forms can be found on <https://www.stirling.gov.uk/schools-and-learning/schools/enrol-your-child-at-school/>.

We warmly welcome all new families to our school community.

## Nursery – P1

- Headteachers work together at Balfron Learning Community level
- Visit to the nursery/school by staff
- Visit to Kippen P1 in June
- Pupils invited to attend a school lunch in June
- Parent/carer information session
- Additional short transition visits – e.g reading, PE, music focus
- Invite to attend Sports Day
- Transition Task issued at Induction Days for the summer holidays.
- Staff from nursery/school attend review meetings for pupils who are supported by Staged Intervention
- Training for staff prior to transition if required to support children with specific health needs.

## P7 – S1

- Headteachers work together at Balfron Learning Community level.
- Visit to the primary school by Balfron High School Headteacher and member of staff.
- Visit by ex-pupils.
- Enhanced Transition Programme of visits for children with additional support needs.
- Curricular Transition Days in June for all P7 pupils.
- Day of Sport Transition Day at Balfron High School June run by Active Stirling for P7.
- P7 Parent evening at Balfron High School June.
- Balfron High School Support for Learning staff attend review meeting in P7 for children supported by Staged Intervention.
- P7 sports festivals.
- P7 residential with other Balfron Learning Community Schools
- P7 invited to attend Balfron High School show.

## The Whole School Community

The school is at the centre of the community and we have formed strong links with many different groups and agencies such as the Kippen Woodland Group and the local Wee Vine magazine. We continually draw on the expertise of the local people to enhance many school activities and topics. We work in partnership with Rev. Ellen Larson Davidson, the minister of Kippen Parish Church, who is a regular visitor. We encourage pupils to participate in Kippen community events and promote them from within the school.

We liaise with the local playgroup and our local nursery school at Arnprior and with Balfron High School. Headteachers from the feeder schools (Strathblane, Fintry, Buchlyvie, Balfron, Kippen, Killlearn, Drymen) to Balfron High School meet regularly and have a common set of goals which we collectively work towards. All Headteachers in the learning community contribute to Balfron Learning Community planning/initiatives. A range of transition arrangements are in place to support pupils moving from nursery – P1 and P7 – S1.

We support Balfron High pupils to develop their leadership skills within Sports Leaders Lunch Clubs which we host for blocks of time throughout the school year.

## Activities

There are many opportunities throughout the session for the pupils to take part in a variety of activities some of which take place during the school day and others that take place out with school hours. These include multi sports clubs, dancing, swimming, football, excursions, parties, concerts, sports days and sports tournaments. We encourage active involvement in all activities and staff seek regular opportunities to engage with visitors in school, parent volunteers, business links etc to enhance the learning experience.

## Communication

Our school has a communication policy. Communication is a two-way process and effective communication helps all members of our school community (staff, children, parents/carers, visitors) feel valued and informed.

Please note that due to staffing we cannot handle e-mail requests for progress updates/absence notification etc. as we cannot guarantee that there is a person available to read the email at the point that the information is required. **Please use the phone to communicate absences and pass on pertinent information.** Notes may be sent in with siblings though we cannot accept word of mouth from siblings to communicate absences.

We communicate through the following:

- Letters
- Newsletters
- Group emails to all parents/groups of parents
- School App
- Google Classroom
- Twitter
- Telephone calls as required

- Incident/Accident reporting slips
- Home/School diaries where issued
- Homework
- Certificates/stickers
- In school wall displays
- Information boards
- External noticeboard
- Staged intervention meetings (for children with additional support needs)
- Staged Intervention paperwork (additional support needs)
- Copies of IEPs (Individual Educational Programme)
- Annual Pupil reports – My Year Of Learning
- Parent consultation meetings Nov/March
- Parent Council meetings
- School/Church assemblies
- School events
- Pupil/parent focus groups
- Pupil/parent questionnaires or surveys.

Please check school bags and school app/twitter regularly for school communications.

### **Kippen Primary App**

We have a Kippen Primary app available on apple and android devices. Please contact the school for login details for this. You only need to login on the first time that you use it. The app combines any news on twitter and the website as well as give diary dates, messages and links to school lunches and parentpay.

### **Google Classroom**

All pupils have a Google login and a Google 'Sharing Learning and Information Classroom' which will have announcements and items to share with parents as well as any homework links.

### **Communication Protocol**

We have a clear process for communication in school.

If you have a concern re your child/progress please arrange to meet with the **class teacher in the first instance**.

Parent should note that all concerns, issues or requests for information should come **directly to the school**. It is not the remit of the Parent Council to address parental concerns/issues and anything raised via the Parent Council that has not been addressed directly with school staff will not be included in a Parent Council meeting or agenda.

You can arrange to meet with either Mrs Logan, Headteacher, or Mr Donald, Acting Principal Teacher, to discuss any concern which you feel have not been resolved after discussion with the class teacher. You can write directly to the staff member or call Mrs Casserly, Admin Assistant (daily 9am-1pm) to request an appointment at a mutually convenient time/date.

Staff in school want to help resolve any concerns or issues you may have. Sometimes things cannot be resolved at school level despite every effort. In such circumstances you can seek advice from the school as to who to contact for further advice.

All members of the school community are asked to work in positive partnership with the school by demonstrating a positive attitude towards school, especially in front of children.

Every member of our school community, staff, children, parents/carers are entitled to be treated fairly and with respect.

We ask that parents/carers communicate with the school to keep staff informed at all times e.g.:

- Notify absence by 9.15 am by phoning 01786 870372.
- Keeping contact details up-to-date.
- Informing staff of altered family circumstances.
- Sharing concerns/issues.
- Notification of extended leave/holidays must come to the Headteacher in writing.

## School Uniform

There is school uniform and we ask for parental support in encouraging children to wear it. The school badge was designed by pupils themselves. All items should be clearly labelled to help identification of items if lost/mislaid.

- Black/Grey trousers, shorts or skirt
- White polo-shirt or shirt
- School Sweatshirt (Red)

The Primary 7 sweatshirts are navy blue, making our senior pupils easily recognisable.

Parents are asked to ensure children come to school dressed appropriately for inclement weather i.e. suitable rain jackets and that shoes and boots are appropriate for school e.g. no high heels, to ensure the safety of our children in school and the playground.

Order forms for school sweatshirts, polo-shirts and other accessories are available from the school office.

## Physical Education Clothing and Footwear

- Plain T-shirt (no football colours) with no large logos/slogans
- Shorts
- Gym shoes

**P4-7** should come to school wearing clothes suitable for PE such as dark coloured leggings, tracksuit bottoms or shorts. They should wear their school sweatshirt or cardigan and suitable shoes for playtime outdoors. All pupils should keep a pair of gym shoes in class to change into for indoor PE sessions. (These are also useful if a pupil needs to change after a wet or muddy playtime).

**P1-3** can come to school wearing the PE clothing as above but may change into PE clothes if they have PE clothes in the class. P4s in P3/4 class may also choose to change if they wish though would be changing in the classroom with the rest of the class.

If your child cannot participate in a PE lesson a letter of explanation must be sent to the class teacher/specialist.

Children are required to wear PE Kit and no jewellery for PE. If stud earrings cannot be taken out please cover them with microtape. If your child does not come to school fully prepared for PE he/she may be asked to observe the lesson and make a few notes about their observation by the PE specialist or class teacher. This ensures that your child is aware of the learning outcome and skills development of the session that they are not participating in. A slip will be sent home to remind you that your child has not had the appropriate kit for PE.

Please note we are unable to phone to ask for PE kits/forgotten items to be handed in.

## School Property

Parents/carers of any child damaging school property will be required to replace the item.

## Secondary School

At the end of P7, most pupils transfer to Balfron High School. During the session the staff of Kippen Primary and the staff of Balfron High work closely together to ensure a smooth transition for all pupils. There is opportunity for pupils and parents to visit the new High School and much information is disseminated to pupils and parents well in advance. Pupils outwith the catchment area for Balfron High School are required to complete a placing request form, accessed online through Stirling Council's website.

Pupils with additional support needs are supported through an enhanced transition programme.

## Pupil Responsibilities

The children in school are requested to help around the school in a variety of ways by:

- Carrying out classroom duties and roles.
- Carrying out monitoring duties alongside support staff in the playground and at times within the school itself.
- Helping to set up and clear up in the dinner hall.
- Being involved in “Buddying” a child who perhaps is new or who for whatever reason may benefit from an assigned friend for a time.
- Teaching playground games and organising games for younger children.
- Peer mediators in playground.
- Helping out at Parents’ Consultation Evenings.
- Involvement in various groups/committees.

## Pupil Voice: Effective Contributors, Responsible Citizens

We acknowledge the importance of involving children in decision making and want our children to have a real impact on the decisions that are made regarding many aspects of school life. To facilitate this, we have further developed our approach to citizenship to provide children with the opportunity to contribute to a range of citizenship group and to give pupils a voice in making decisions that affect the school, community and wider world.

These groups include:

- Eco Team
- Grounds for Learning Team
- Tech Team
- Pupil Council
- Sports Committee

## Headteacher’s Assembly

The Headteacher holds a P1–7 Assembly weekly. This is an award/sharing assembly where certificates, stickers etc. are awarded and celebrated. Children can volunteer to talk at assembly about anything they want to share e.g. medal, weekend experience, family event, personal achievement, good ideas or play a musical instrument/show off a talent. This sharing assembly is a whole school approach to rewarding and recognising achievement in the broadest sense.

Assembly themes focus on special days and times of year e.g. Children in Need, Jeans for Genes Day, Remembrance as well as focusing on school values and celebrating whole school achievements.

Birthdays from the past week are celebrated every week at Assembly.



## Crisis Management: Emergency Closure Procedures

Whilst every endeavour is made to keep the school open, occasions do arise where the school cannot be reached by sufficient staff to open it. In these exceptional circumstances e.g. heavy snowfall, parents are required to ensure the school is open before dropping pupils off. You will be sent an email from the school, where possible, to inform you if the school will be closed. Please check the school app/twitter/Stirling Council website on the morning of any day where there is severe weather.

If the school is required to close during the school day, you will be contacted to collect your child/ren in the first instance. If you are not available, your emergency contact will be called to collect your child/ren. It is **essential that you keep the school contact info updated**.

Children will not be allowed to go home with other adults/parents unless you have put in writing to the school that you have an arrangement in place as a contingency or we have spoken to you in person.

The decision to remain closed is made with the agreement of the local authority, in consultation with the Headteacher and staff, after discussions of the circumstances. Staff will be working on making a decision from very early in the morning and will inform you as soon as possible on the morning of the closure. Decisions about school closure before 9 am **cannot be taken the night before** even if weather forecasts indicate severe weather, unless it comes as a directive from the local authority.

Where possible we will update twitter/school app with a 'SCHOOL IS CLOSED TODAY' alert. For those without access to these, please listen to: **Central FM (103.1) Tel: 01324 611 164** for announcements. Twitter/school app will also inform you if we are in no doubt the school can reopen the next day.

Please note if the school is to be closed on consecutive days you will only be informed on the **morning of each closure**, in line with authority guidance. This is to allow for any overnight weather changes.

**In very inclement/severe weather conditions please do not drop children off without checking school is open before leaving/driving off.**

Thank you in anticipation of your support.

# Appendices

Appendix 1	Attendance at School and Nursery
Appendix 2	Child Protection and Safeguarding
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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](mailto: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](mailto: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](mailto: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](http://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](http://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](mailto: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](http://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](http://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](mailto: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
<b>Monday</b>	1 slice of bread toasted, spread with Summer County margarine. Yogurt Milk to drink
<b>Tuesday</b>	Kellogg's Cornflakes or Kellogg's Multigrain shapes with milk/Porridge or Readybrek Honey to sweeten Tinned Fruit Milk to drink
<b>Wednesday</b>	1 slice of bread or ½ a bagel toasted, spread with Summer County margarine Fresh prepared fruit Milk to drink
<b>Thursday</b>	Kellogg's Cornflakes or Kellogg's Multigrain shapes with milk/Porridge or Readybrek Honey to sweeten Tinned Fruit Milk to drink
<b>Friday</b>	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 25<sup>th</sup>, 26<sup>th</sup> December and 1<sup>st</sup>, 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

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

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