

Larbert Village Primary School



School Handbook Session 2015 - 2016



Falkirk Council



Enterprise in Education
Gold Standard School



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A Foreword from the Joint Directors of Education

Session 2015-16

This handbook contains a range of information about your child's school which will be of interest to you and your child. It offers an insight into the life and ethos of the school and also offers advice and assistance which you may find helpful in supporting and getting involved in your child's education.

Falkirk Council is keen to work with parents, not only to allow you a greater opportunity to contribute to your child's education, but also to encourage you to play a greater role in the life of the school as a whole. We offer a number of opportunities when you will be able to make your voice heard in relation to your own child's education, your local school, and the Education service as a whole.

Throughout each school year there will be opportunities for you to discuss your child's progress with his/her teacher. There will also be Council-wide events for parents organised by the Education service. These events are spread across the school year and each focuses on a particular theme. The events are open to all parents and they are also attended, wherever possible, by the Education Portfolio Holder as well as members of the Service's Management Team. Each session offers parents an opportunity to ask questions about aspects of their child's education. Dates for these events will be issued by your child's school and we hope you will be able to come along and hear about, and contribute to, our plans for Education in Falkirk.

Parental involvement in the decision making process and performance monitoring are now, more than ever, an integral part of school life and will continue to become even more transparent in future years. We look forward to developing that partnership with your support.

We are pleased to introduce this handbook for session 2015/16 and trust it will provide you with all the relevant information you may need concerning your child's school. If you have any queries regarding the contents of the handbook please contact the Head Teacher of your child's school in the first instance who will be happy to offer any clarification required.

Nigel Fletcher and Gary Greenhorn
Joint Directors of Education
Falkirk Council

Footnote: If you want a printed copy of this handbook, please ask the school.

It may be possible to offer some assistance in helping to translate all or part of this handbook to parents whose first language is not English. Enquiries should be directed in to the Communications Officer for Education Services (tel: 01324 506602).

Curriculum for Excellence - Learning to Achieve

Learning Entitlements

In addition to the entitlements of Curriculum for Excellence our education provision will reflect local needs and circumstances. Therefore, at different stages of their education, our learners will have opportunities to:

- Link aspects of their learning to the local environment and its heritage
- Participate on a residential experience where possible
- Participate in arts, sports and cultural events
- Participate in environmental projects
- Participate in a community project
- Participate in outdoor learning experiences
- Access appropriate technology
- Be consulted on and contribute to the decision making process in school
- Experience work based learning
- Develop collaborative, social, leadership and other life skills
- Access academic and vocational learning experiences
- Access learning experiences designed and / or delivered by relevant partners
- Reflect upon and be pro active in planning and making choices about their own learning
- Engage with learners in other countries and demonstrate knowledge of their culture.

How can you help?

By law, you must make sure your child receives education.

As a parent, you can help your child by:

- making sure your child goes to school regularly;
- encouraging and supporting your child with any homework given;
- showing that you are interested in how your child is getting on at school;
- encouraging your child to respect the school and the whole school community;
and
- being involved in the school.

Throughout this handbook the term 'parent' has the meaning attributed in the Standards in Scotland's Schools Act 2000 and the Scottish Schools (Parental Involvement) Act 2006. This includes grandparents, carer or anyone else who has parental responsibility for the child.

Welcome from the Head Teacher

Welcome to the Larbert Village Primary School Handbook.

This handbook offers an introduction to our school and a general overview of the education your child will be getting at school.

If you have any questions, or would like any further information on any aspect of this handbook or the education of your child, please do not hesitate to contact me.

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

Section One – Practical Information about the School

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

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

- travelling to and from school
- school meals and milk
- financial assistance with school clothing, transport and school meals
- school closures in an emergency or unexpectedly for any reason
- general supervision available for your child in the morning and at lunchtime
- wet weather details
- how the school communicates with parents
- how to complain if you are not happy about something.

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

This section gives an overview of the policies the school has in place. If you would like to see a full copy of these policies or to discuss them in more detail, please contact me. Most of these policies are available on the school website – www.larbertvillage.falkirk.sch.uk

- Homework Policy
- Clothing or uniform (PE Clothing)
- Health Statement / medicines

Section Two – Parental Involvement in the School

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

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

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

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

Section Three – School Curriculum

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

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

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

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

Section Four – Support for Pupils

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

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

Section Five – School Improvement

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

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

We have also shown where you can get further information about our plans for the next three years to improve our performance and how the school will involve parents in that improvement.

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

Amanda Gillespie
Head Teacher
Larbert Village Primary School

The information in this school handbook is considered to be correct at the time of publication (Dec 2014), however, it is possible that there may be some inaccuracy by the start of the school term in August 2015.

Section One – Practical Information about the School

Contact Details

Name of Head Teacher – Ms Amanda Gillespie

Name of School – Larbert Village Primary School

Address – Main Street, Larbert, FK5 3AS

Telephone Number – 01324 503420

Website – www.larbertvillage.falkirk.sch.uk

E-mail Address – larbertvillageprimaryschool@falkirk.gov.uk

About the school

Stages of Education provided for: Nursery to Primary 7

Present Roll: 390 including Nursery

Denominational Status of the School : Non-Denominational

Gaelic Medium Education? - No

Single sex school? - No

Organisation of the School Day

Primary 1 pupils attend school on a full-time basis after the first week.

Start Time : 9.00am

Morning Break : 10.45 – 11.00am

Lunch Time : P1 to P7 : 12.15-1.00pm

Afternoon Break – There is no afternoon break.

Finish Time – Whole school finishes at 3.00pm.

Assembly days for pupils are: P1-3 : Monday

P4-7 : Monday

Agreed Term Dates for Session 2015-2016

<u>School Year</u>	<u>Term Dates</u>	<u>Days</u>	
		<u>Staff</u>	<u>Pupils</u>
Autumn Term Begins (Staff Only - Dev Day)	Monday 17 August 2015		
	Tuesday 18 August 2015		
Autumn Term Begins (Pupils)	Wednesday 19 August 2015		
Autumn Term Ends	Friday 9 October 2015	39	37
Winter Term Begins (Staff Only - Dev Day)	Monday 19 October 2015		
Winter Term Begins (Pupils)	Tuesday 20 October 2015		
Winter Term Ends	Tuesday 22 December 2015	47	46
Spring Term Begins	Thursday 7 January 2016		
Spring Term Ends	Friday 1 April 2016	58	57
Summer Term Begins	Monday 18 April 2016		
Summer Term Ends	Tuesday 28 June 2016	51	50
<i>Less Term Time Public Holidays</i>			
<i>Less Staff Development Days</i>			
		<u>195</u>	<u>190</u>

Term Time Public Holidays

Monday 7 September 2015
 Friday 12 February 2016
 Monday 15 February 2016
 Friday 25 March 2016 (Good Friday)
 Monday 28 March 2016 (Easter Monday)
 Monday 2 May 2016

Staff Development Days

Monday 17 August 2015
 Tuesday 18 August 2015
 Monday 19 October 2015
 Thursday 11 February 2016
 Friday 29 April 2016

Registration and enrolment

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

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

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

Attendance and absence

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

Absence from school is recorded as authorised, that is approved by the education authority, or as unauthorised, that is unexplained by the parent (truancy).

Please let the school know by letter or phone if your child is likely to be absent for some time, and give your child a note on his or her return to school, confirming the reason for absence. If there is no explanation from a child's parents / carers, the absence will be regarded as unauthorised.

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

Parents from minority ethnic religious communities may request that their children be permitted to be absent from school to celebrate recognised religious events.

Absence approved by the head teacher on this basis is regarded as authorised absence. Extended leave can also be granted on request for families returning to their country of origin for cultural or care reasons.

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

School Uniform

Parents are asked to co-operate with the school in encouraging the wearing of the school uniform.

The uniform was agreed in consultation with parents, pupils, staff and the Parent Council. It incorporates a range of popular items of dress, e.g. sweatshirts, T-shirts. Wearing school uniform contributes to a positive school ethos and helps avoid discrimination and reduces peer pressure to wear expensive designer clothing.

School uniform can be bought from Trutex in Vicar street, Falkirk. The school also does one main order annually in the Summer Term. Orders can be placed online at www.border-embroideries.co.uk and delivered to the school free of charge.

A school's reputation can also be enhanced in the local community by the wearing of school uniform and school security will be improved as it will be easier to identify intruders.

The appropriate clothing and footwear for PE is a T-shirt, shorts and gym shoes with non-marking soles. These are necessary for health and safety reasons and your co-operation is requested to ensure that pupils are equipped to participate in the PE lessons.

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

In certain circumstances, appropriate clothing will be necessary for school activities for safety reasons, e.g. in games areas, science laboratories and technical workshops; this extends to the wearing of suitable footwear and even, on occasion, to the length of pupils' hair and the wearing of jewellery and earrings.

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

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

School Meals

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

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

From January 2015, all P1-3 pupils are entitled to a free meal at lunchtime. Menus are published on the school website

Payments for school meals should be made on a Monday for that week. Money should be in an envelope, clearly marked with child's name, class and purpose. Children who bring a packed lunch will be accommodated in the assembly hall.

Please ensure that you do not send your child to school with glass bottles or cans of fizzy juice. We also have a 'No Nuts' policy in school and request that children do not have peanut butter sandwiches in their packed lunch.

Free School Meals and Clothing Grants

Some families may be eligible to apply to Falkirk Council for free school meals and / or a payment towards the cost of footwear and clothing. The application process is detailed below.

Application Forms for Clothing Grant and Free School Meals including eligibility criteria are available from the school, Falkirk One Stop Shops, Registrars or can be downloaded from the Falkirk Council website – www.falkirk.gov.uk. The forms have to be completed by the parent / carer and evidence of benefits received may have to be provided. Please note that an application has to be made for each school year.

More information or help with completion of the form can be obtained from the Council's Advice and Information helpline on 01324 590599.

Travel to and from School

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

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

Parents are requested, when dropping off/collecting children from school that they do not park near the pedestrian exit or in any location which causes an obstruction and they take care not to restrict the view of the school crossing patrol. Larbert Village Primary School and Nursery operate a "Park and Stride" policy.

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

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

Distance entitled children are:

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

Concessions, details of times of operation, criteria and application forms are available from the Transport Planning Unit within Falkirk Council. Tel: 01324 504724 / 504966.

Pickup points

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

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

General Supervision

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

During intervals Support for Learning Assistants supervise the children. In addition the school Management Team are on call to cope with any issues which may arise. There is always access to the building and the children are made aware of this.

School security

Falkirk Council has introduced procedures to ensure the safety and security of pupils and staff when attending or working in a school. We use a number of security measures including a visitors' book, badges and escorts, while visitors are within the school building. Normally, anyone calling at a school for any reason, will be asked to report to the school office and will be asked to sit in the holding area. The school staff then can make the necessary arrangements for the visit.

Wet Weather Arrangements

In wet weather pupils are allowed into school during breaks and at lunchtime.

However, as supervision during these periods is limited, it is especially important that they exercise good behaviour. Children having school lunches may remain in school during wet weather but, again supervision is limited.

Parents Meetings

All of our schools offer opportunities for parents to discuss their child's progress with teachers through arranged meetings. Although arrangements vary from school to school, all parents will be advised of at least once per session when these meetings take place. Over and above these set meetings, parents are welcome to contact the school at any time to ask for information or for an interview. Please see section two of this handbook for more details on home / school partnership.

Communication with Home

From time to time your child will bring home important and routine communications from the school. Parents are encouraged to check their child's schoolbag for these communications. Enquiries of any kind should be addressed to the Head Teacher in the first instance.

Larbert Village Primary School and Nursery Class operate a "Larbert Letters" day on a Thursday. We try to keep as much communication as possible to a Thursday but occasionally we may need to hand out information on other days.

Unexpected Closures

Most closures will be notified to you in writing, in advance, but there are occasions when the school may have to close early. In the event of an early school closure we would get in touch with yourself or your emergency contact. No child will be sent home without us knowing an adult is there for them. To help us keep you informed it is important that you make sure we have the most up to date emergency contact information for your family. We will keep in touch using text messaging, via the Falkirk Council website or via information broadcast on Central FM.

ICT Acceptable Use Policy

Falkirk Council Education Services recognises that access to Information and Communications Technology (ICT) equipment and Services helps young people to learn and develop skills that will prepare them for work, life and citizenship in the 21st Century.

To support this, we provide resources for pupils and staff to use. The Education Services ICT Acceptable Use Policy (AUP) outlines the guidelines and behaviours that pupils are expected to follow when using school equipment or when using personally-owned mobile devices in Falkirk Council establishments. The purpose of this is to protect both the Council's network and equipment and to protect young people online. The ICT Acceptable Use Policy (AUP) will be issued by the school for both parent(s) and pupil(s) to sign.

Equality

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

Education Services has a range of policies and procedures to address equalities issues specific to education to enable us to fulfil these duties. All schools have

copies of these policies. The Service also supports the MAHRS Strategy and all education establishments have a responsibility to report incidents of identity-based bullying.

English as an Additional Language

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

Compliments, Suggestions and Complaints Procedure

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

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

There are some things which you should take note of in relation to making a complaint:

- Parents must first consult the school regarding their concerns. Although we try to respond as quickly as possible, issues can sometimes be complex and we will need time to investigate them.
- The Council's complaints handling procedure sets a time limit of six months from when the customer first knew of the problem, within which time we can be asked to consider the complaint, unless there are special circumstances for considering complaints beyond this time. The time limit will be applied with discretion.
- If your complaint has not been satisfactorily resolved at this first stage, it may be eligible for consideration at the second stage (by Education Services, Sealock House). Complaints will not be considered by Education Services unless all options have been exhausted by the school to resolve the matter.
- Complaints can be put in writing, on a complaint form, by telephone or e-mail to: Complaints Officer, Sealock House, Education Services, Falkirk Council, 2 Inchyra Road, Grangemouth, FK3 9XB. Tel: 01324 506694. E-mail: complaints.edu@falkirk.gov.uk
- If you remain dissatisfied after this further investigation, you can raise the matter with the Scottish Public Services Ombudsman.
- You should also be aware that you have the right to raise concerns with your local Councillor, MSP or MP.

School Health Service

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

The Public Health Nursing Team for Schools offer health assessments and reviews, health screening and deliver school based immunisation programmes. The team comprises of Public Health Nurses (Specialist Practitioner), Registered Nurses and Healthcare Assistants who are based in a local Health Centre and work over a number of schools in the area.

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

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

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

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

The School Health Service can be contacted on – 01786 434059

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

Infectious Diseases

Colds, flu and gastroenteritis are the most common infections affecting children. Children should be free from sickness and diarrhoea for 48 hours before returning to school or nursery.

Head Lice

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

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

Further advice can be obtained from the Health Board head lice leaflet which is available in all schools and health centres. Education Services leaflet 'Frequently Asked Questions', which is also available in schools.

Clinics

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

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

We ask that as far as possible all appointments are made out with school hours.

Protecting Children and Young People

Education Services have an important role in identifying children who have been abused or are at risk of being abused.

Falkirk Council has clear procedures for all staff to follow. Headteachers or designated member of staff are instructed to notify Falkirk Council and Social Work Services when a member of staff has a suspicion that a child might have been abused or be at risk of abuse.

Medicine administration

The administration of medicines prescribed by a doctor is undertaken by the school once parental signed consent is given. We are not in a position to administer un-prescribed medicine. In order to safeguard the health and safety of children, procedures are drawn up by Falkirk Council Education Services.

When a child is prescribed medication by a doctor or a dentist and parents require the school to administer this, the relevant request Form should be completed. We require parents to deliver the medication to school for administration by school staff.

The school has procedures in place for permitting pupils to carry and administer medication themselves eg inhalers.

Prescribed medication should be clearly marked with your child's name, the date prescribed, how often it has to be taken and for how long.

Section Two – Parental Involvement in the School

Parents Welcome

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

At Larbert Village Primary, we recognise parents as the first educators of all children. We know that, if parents and teachers communicate well and share their expertise and knowledge, children will always benefit.

We arrange a variety of events which encourage parental involvement. These include, parent workshops, parent consultations, information evenings, individual appointments, progress appointments with other agencies, review meetings and curricular events. We also welcome you to class assemblies, concerts and fund-raising events.

We encourage parents to become as involved in school life as they can. A number of parents support in school during the day and we welcome and appreciate this.

At the end of each school year, parents are given a detailed report on their child's progress. Parents are invited at the same time to record their own comments on the report. Children are invited to contribute too.

We are always looking for more parents to help in school and be involved. There are numerous ways parents can support the school on a daily basis and it's an excellent opportunity to see the school and how it operates from day to day.

Parent Council

Parents are welcomed to be:

- involved with their child's education and learning;
- be active participants in the life of the school; and
- express their views on school education generally and work in partnership with the school.

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

- receive information about the school and its activities;
- hear about what partnership with parents means in our school;

- be invited to be involved in ways and times that suit you;
- identify issues you want the Parent Council to work on with the school;
- be asked your opinion by the Parent Council on issues relating to the school and the education it provides;
- work in partnership with staff; and
- enjoy taking part in the life of the school in whatever way possible.

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

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

The main aims of the Parent Council are:

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

A note from our Parent Council Chair Person

What is the role of the Parent Council?

- **To support the school in its work with pupils**
- **Represent the views of parents and carers**
- **Encourage links between the school, parents and carers, pupils, pre-school groups and the wider community.**

Why is this important?

- **Because parents and carers views are important and make a real difference to children's learning. When parents and carers are involved, children and young people do better and achieve more.**
- **To make sure that all parents have a say in their children's education and are able to express their views and wishes.**

Over the last year, the Parent Council have had a key role representing parents to ensure that the senior managerial changes have created the best possible outcome for our children.

We also routinely represent the schools interests with the council and the community council; look at ways to improve communication between school and parents and support the school in helping to enhance the school profile in the community.

Who are we?

Parent Council meetings are usually attended by 6-8 parents, the Head teacher and several teacher representatives. Any parents are welcome to come along and raise issues. We usually meet at the school every 8 weeks, sometimes more often, depending on need. The meeting time is usually 7pm on a Tuesday and meetings are published in school newsletters and on the school website.

The Parent Council has three named posts: chairperson, vice-chair and treasurer. These positions are renewed each year at the AGM. The current holders are:

- 1. Chairperson – Derek Fraser**
- 2. Vice Chair – Andrew Duncan**
- 3. Treasurer - Louise McDonald**

We can be contacted through the school or The Parent Council website address is www.larbertvillagers.com

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

Parent Teacher Association (PTA)

The PTA is mainly responsible for arranging events for parents and pupils and raising funds for the school. Volunteers are always welcome.

The Parent Teacher Association (PTA) has flourished within the school for many years and all parents are very welcome to come along to the meetings.

The PTA are a group of volunteers made up of Parents and Teachers committed to raising funds for our school, from which each and every child benefits.

We raise our funds by organising events such as Summer and Christmas Fayres, Prize Bingo night and school discos. In the past we have had 'Yummy Mummy' night, Mens /Brewery tasting night & Fashion Show fundraisers too.

Last year we raised approximately £9,000. This money paid for / subsidised; P1 Book bags, Christmas party gifts & food, Christmas Panto, Badges for children (Buddy, House Captain, Eco etc) Star Award Certificates, Summer trips etc. £7000 has been allocated to the new adventure trail for the playground.

We meet at least once a term, these meetings last approx 1 hour to plan our fundraising events. We are always looking for new ideas, members and helpers.

We have a notice board at the school gate with up to date PTA info. You can also find us on facebook – Larbert Village Primary School PTA.

Pupil Groups

At Larbert Village Primary School we want children to be stakeholders in their learning. We encourage all children to become involved in a variety of ways.

Children have the opportunity to be involved groups such as the Eco Group, the World Wide Council, Junior Road Safety Officers and Pupil Council.

We are keen to develop citizenship in our school and encourage all P6 pupils to take part in our “Buddy” scheme – where they support the P1 pupils transition into LVPS.

We also encourage all our P7 pupils to take part in the Prefect scheme as well as appointing Vice and House Captains for each of our four houses.

In the classrooms, pupils are involved in setting rules and responsibilities.

School Ethos

At Larbert Village Primary School we work as a team to promote an effective and fair school where everyone feels they belong and feel valued, secure and respected. Our motto is:

Learning through **V**alues with **P**ride in our **S**uccesses.

Community Involvement is very important to us and is planned and encouraged throughout the year.

All staff and pupils work together to create a positive environment, both in and out of the classrooms. We strongly believe that each child should be valued and appreciated as a unique individual and have their successes, at whatever level and in whatever area, celebrated. We take every opportunity to do this in classrooms, during assembly times and share this with home.

Larbert Village has a strong partnership with all churches in the community. We work with various church volunteers who come into school on a regular basis to support our assemblies.

We use Larbert Old Parish for our end of term services. The whole school go to the church to celebrate various occasions throughout the session. These include Easter, Christmas, Harvest and end of session celebrations in June.

Pupil Conduct

The school sets high standards in appearance and behaviour at all times and we encourage a positive ethos. Our children follow the Golden Rules which is a positive approach in behaviour management. We celebrate and reward good behaviour. A behavioural agreement is included in the School Enrolment Form that parents complete when enrolling their child(ren).

A Restorative Approach

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

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

A wide range of incentives to reward positive behaviour are offered in Larbert Village Primary. The incentives include praise, stickers, certificates, VIP Tickets and privileges.

We also have Star Awards which are presented to the children during assemblies. Some will be individual rewards, some will be group or class rewards. In short, children will be rewarded when they observe the Golden Rules or when we see that they are making a real effort to improve their behaviour.

Each class will have Golden Time. This is a weekly session which lasts for 30 minutes. During Golden Time each child will be able to choose from a selection of enjoyable activities which have been chosen by the children themselves in discussion with their teachers.

When there are any incidents of misbehaviour in school or issues between the children, the school management team investigate thoroughly. Every child involved in interviewed in a very calm, supportive manner and given the opportunity to explain their point of view and to provide their account of the incident.

The interview notes are recorded in a file, kept in the Headteacher's office. Should it be necessary, parents will be contacted and asked to come into school and be fully involved. We find that this approach is very successful and children appreciate the opportunity to be listened to, allowing us to resolve issues more promptly.

We use a Traffic Light System within the classroom to enable children to take responsibility for their behaviour and also have a visual reminder of the consequences of their behaviour.

We encourage children to line up appropriately and reward classes with Aliens. Classes with the most aliens each week are rewarded with an extra day in the MUGA (Multi Use Games Area)

We reward excellent manners and dining room habits by giving out VIP Tickets. Each VIP Ticket winner comes to the dining room early on a Wednesday to be given the VIP treatment of having a priority table, early lunch and entertainment.

At LVPS we reward the children who consistently keep the Golden Rules and are great role-models for our school.

Section Three – School Curriculum

Curriculum for Excellence

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

Curriculum for Excellence has now been introduced across Scotland for all 3-18 year olds – wherever they learn. It aims to **raise standards**, prepare our children for a future they do not yet know and equip them for jobs of tomorrow in a fast changing world. Curriculum for excellence will be fully implemented by 2016.

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

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

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

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

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

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

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

Skills for Learning, Life and Work

Through adopting 'A Curriculum for Excellence' here in Larbert Village, we ensure a continuous focus on literacy, numeracy and health and wellbeing across learning.

These skills are essential if young people are to gain access to learning, to succeed in life and to pursue a healthy and active lifestyle.

Through focusing on child led learning we aim to teach areas which are relevant, appropriate and linked to the environment we are growing up in.

In Larbert Village, we focus on the following skills in order to prepare our children for life in the 21st Century.

Literacy skills are about effective communication. They include:

- reading
- writing
- listening and talking

Numeracy skills are about using numbers to solve problems and to understand the results they give. They include:

- counting
- doing calculations
- measuring
- understanding graphs and charts

Health and wellbeing skills are about taking care of yourself and others. They include:

- developing a positive attitude to life
- looking after yourself physically and emotionally
- being considerate to others

Employability, enterprise and citizenship skills are about developing individuals for a changing and uncertain world. They include:

- preparing for diverse employment
- sustainable and responsible development
- innovative ideas and action

Thinking skills are about cognitive ability. They include:

- remembering and identifying
- understanding
- applying knowledge

- analysing and evaluating
- creating

We have revised **Learning to Achieve** – our core educational policy. **Learning to Achieve** describes in detail how Curriculum for Excellence will be delivered in our educational establishments. We will use **Learning to Achieve** to monitor, develop and improve outcomes for children and young people.

In Larbert Village, at the Early Stages, learning through play is an important aspect of the school curriculum. The skills learned through play include independent and collaborative learning, as well as working co-operatively with others. These skills are reinforced through a variety of activities such as art and crafts, baking, role play, sand and water.

As children become older, the skills learned through Play are further developed and extended through Problem Solving, Technology and aspects of Maths and Environmental Studies.

Class teachers have responsibility for all the children in their care and are able to assist pupils with learning difficulties through using group teaching methods in class and also through setting.

A wide variety of resources are used to support this work. Suitable programmes of work and resources are currently being developed for more able children.

Active Literacy

Our main teaching resource for everything in literacy is to use the strategies from the Active Literacy approach. This programme has been designed to provide a clear structure for the development of all literacy skills, including listening and talking, spelling and phonics, reading and writing. It provides a progressive programme for the teaching of phonics and spelling using active methods and dictation for assessment purposes.

Reading is taught using a wide variety of books to develop comprehension and fluency.

There are daily writing opportunities as well as the taught writing lessons. These promote writing for a variety of purposes across the curriculum.

The programme ensures that literacy tasks are active, enjoyable and fun. It has been constructed to ensure that children are not learning in isolation but with collaborative working in pairs and trios.

Mathematics/Numeracy

Mathematics is based on A Curriculum for Excellence, with pupils working on the recommended attainment targets in:

- Number, money and measurement
- Information Handling
- Shape, Position and Movement
- Problem Solving & Enquiry
- Mental Agility

We use a range of resources and materials to teach maths with the focus being on the learning rather than the resource used.

Interdisciplinary Learning

Interdisciplinary studies, based upon groupings of experiences and outcomes from within and across curriculum areas, can provide relevant, challenging and enjoyable learning experiences and stimulating contexts to meet the varied needs of children and young people.

Revisiting a concept or skill from different perspectives deepens understanding, and can also make the curriculum more coherent and meaningful from the learner's point of view.

Interdisciplinary studies can also take advantage of opportunities to work with partners who are able to offer and support enriched learning experiences and opportunities for young people's wider involvement in society.

Effective interdisciplinary learning:

- can take the form of individual one-off projects or longer courses of study
- is planned around clear purposes
- is based upon experiences and outcomes drawn from different curriculum areas or subjects within them
- ensures progression in skills and in knowledge and understanding
- can provide opportunities for mixed-stage learning which is interest-based.
-

The curriculum should include space for learning beyond subject boundaries, so that children and young people can make connections between different areas of learning.

Information Communication Technology / ICT/ Computing

All children have access to computers in the classrooms as well as in our ICT Suite. Pupils are taught a wide variety of ICT skills, in line with Curriculum for Excellence and are cross curricular. The skills and knowledge gained through the daily use of ICT, range from simple mouse and keyboard skills, graphic and text editing, saving and retrieving information and using the Internet for research and enquiry.

Physical Education

All children must have 2 hours of physical education every week. At Larbert Village this is offered both indoors and outdoors. We use our gym hall, our outdoor sports

area and also the public open space at Stewartfield across the road. Our P.E. specialist is Mrs Dixon who teaches for 1 and half days a week. All classes receive the P.E. specialist at certain points in the year.

All classes share their P.E. days and times at the beginning of August and January. Children are expected to bring the appropriate clothing to take part in physical education, any child(ren) without their kit will not be able to take part.

Outdoor Learning

All classes will be given the opportunity of visiting the woods with their class teacher and the forest ranger.

Active Learning

Curriculum for Excellence emphasises the value of an active learning approach. Active learning is engagement of the brain whilst participating in learning opportunities. In the early years, children will have a range of learning experiences that include planned and purposeful play and stimulating learning which engages and challenges children's thinking using real life and imaginary situations. As children progress through school they continue to be involved in active learning experiences which give them ownership of their own learning, encourage co-operative working and utilise skills required for learning, life and work.

Planning Children's and Young People's Learning

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

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

In secondary schools, pupils periodically review progress against targets and negotiate new ones with their pastoral teacher.

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

Through our active homework activities children will be given the opportunity to choose how they learn best. Our homework encourages children to work with their parents/carers to select activities for language, maths and interdisciplinary learning. Parents/Carers will be given regular feedback through homework books, learning journey profiles and learning logs in P1 to help them gain a better understanding of their child's learning.

Homework

Pupils are given homework to support their learning and to encourage them to become more organised and self-supporting in their learning.

Homework can arise from all curricular areas, and may include written, oral or practical activities. The tasks should be interesting, worthwhile and challenging for the child.

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

Care of Books / Materials

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

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

Religious Instruction and Observance

Parents who wish to exercise their right to withdraw their child from religious instruction and / or observance should contact the head teacher, in writing, and alternative arrangements will be made for your child.

Extra Curricular Activities

Larbert Village tries to offer a wide range of sporting and cultural activities as possible. In this context, the Authority provides a degree of financial and administrative support for leagues, competitions, festivals and similar events but it is recognised that, again, the help of parents and the community is irreplaceable. Quite separately, the Council and / or Falkirk Community Trust and other partner

organisations also undertake to organise and administer certain events and many schools take part in these.

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

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

Facilities for Physical Education and Outdoor Activities

The gym hall has a variety of apparatus for physical education within the school. As part of the school's physical education programme, pupils may also use the facilities of the local sports complex, swimming pool or athletics stadium.

Active Schools

Active Schools are now part of Falkirk Community Trust.

The fundamental aim of Active Schools is to give school-aged children the tools, motivation and the opportunities to be more active throughout their school years and into adulthood. These opportunities are available before, during and after school, as well as in the wider community. For further information contact the Active Schools Team on 01324 590952 or visit our website www.falkirkcommunitytrust.org/sport/active-schools

Assessment and Reporting

In September of Primary 1 standardised testing gives a snapshot picture of where individual children have reached in their literacy and numeracy development at the end of their nursery career. This information helps Primary 1 teachers plan for learning at early stages of Primary 1.

An End of P1 Assessment is completed for all children by May of their Primary 1 year. This builds on information from Baseline Assessment and shows the progress that children have achieved in literacy, numeracy and phonics.

As pupils progress through school, teachers use a range of assessment strategies, including standardised testing in P3, P5, P7 and S2. Pupils are also involved in assessing their own progress and developing their next steps. Some schools also test at P2, P4 and P6.

We recognise that pupils do not develop and progress at the same rate. We therefore use both group and individual methods to ensure that all pupils are given appropriate instruction and the opportunity to succeed. Please contact the school as soon as possible if you have any concerns about your child's progress.

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

- Parent Information Evenings
- Ongoing discussion with teachers and managers
- Open evenings / meet the teacher events
- Folios of work
- Learning logs or Diaries

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

More information about what data is collected about your child is given in section five of this handbook.

Learning Profiles: The purpose of the document is to allow you to have regular access to your child's learning. The Learning Profile will be sent home at the beginning and end of each term. At the beginning of term, you are asked to discuss your child's targets with them and then return the profile to school.

At the end of term, you can see evidence of your child's progress within their targets – you, your child and the class teacher can comment on this. The targets in your child's Profile should all be written in simple language and they are discussed regularly with the children in class.

Pupils will assess their targets using traffic lights.



There will be opportunities for you to discuss profiles at Parents' Consultations and at other events.

These Learning Profiles are in addition to the more traditional report which you will receive towards the end of the academic year.

Section Four – Support for Pupils

Getting It Right For Every Child (GIRFEC)

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

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

The children and Young People Act (Scotland) 2014 will mean key parts of GIRFEC become law in 2016

Wellbeing

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

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

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

Named Person

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

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

Who is my named person?

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

Stage of child/young person

Pre-birth – 10 days old
10 days old – starting school or 5 years old
Primary or Secondary aged

Named Person

Midwife
Health Visitor

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

The GIRFEC web pages - <http://www.falkirk.gov.uk/services/children-families/policies-strategies/girfec.aspx> - link you to many sources of information relevant to children, young people, parents, families and practitioners which we hope will allow you to find what you are looking for. Falkirk Council and its partners are currently working together to embed the role of the named person. You will be given the name of your child's named person in due course.

Family Support Service

The Family Support Service is one of the services working to support children and families in Falkirk. They are based in different areas across Falkirk and linked to localities in each area.

The main aim of the service is to increase the wellbeing of young people and their families. Support is offered to meet the needs of the young person. The support can be individually with the young person, with others in the family or in groups.

The pupil, family member, or someone within the school can make a request for assistance and a visit takes place to discuss the support needed. Thereafter, progress is evaluated regularly with all those involved.

Support is also offered to pupils who may be anxious about moving on to the next stage e.g. pre-five to primary or primary to secondary. The Family Support Service works with the pupil, parents and school to ease the anxiety and make the transition more relaxed.

The Family Support service is non statutory and works in partnership with the family and other agencies to support young people's wellbeing when they need the support.

Protecting Children and Young People

All children have a right to be protected from harm, abuse and neglect. The vision of the Forth Valley Child Protection Committee is that

"It's everyone's job to make sure that children in the Forth Valley are safe."

Education Services have an important role in identifying children who have been abused or are at risk of being abused.

Falkirk Council has clear procedures for all staff to follow. Headteachers or designated member of staff are instructed to notify Falkirk Council and Social Work Services when a member of staff has a suspicion that a child might have been abused or be at risk of abuse.

Social Work Services will make a decision on whether or not an investigation is necessary and will advise accordingly. In every situation, the welfare of the child overrides other considerations.

Additional Support Needs

As with all local authority schools in Scotland, this school operates under the terms of the Additional Support for Learning Act (2009) and its accompanying Code of Practice. Further details of the policies and procedures can be found on the Falkirk Council website:

<http://www.falkirk.gov.uk/services/schools-education/additional-support-needs/>

Working with other agencies and professionals – for example, Social Work Services, Educational Psychology Service, National Health Service and parents – decisions are made jointly with parents, children and young people with regards to the best possible education to meet the needs of the child within the resources available.

Support for Pupils

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

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

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

Our school also has a small unit supporting specialist education for pupils identified

as a priority by Falkirk Council Education Services. In addition, the authority maintains other specialist provision to meet the needs of children experiencing severe and complex disabilities, sensory impairments, those with complex social, emotional and behavioural difficulties. There is also a specialist team supporting bilingual and travelling pupils, those with long-term illnesses, and other children with significant additional support needs.

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

<http://www.falkirk.gov.uk/services/schools-education/additional-support-needs/>

Disputes and Resolution in Additional Support Needs

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

In the first instant it is usually wise to contact the school or nursery directly, and if the matter cannot be satisfactorily resolved, they may call on the services of some of centrally-based staff – the Additional Support for Learning Adviser, the Educational Psychologist or the school's attached Quality Improvement Officer. Education Services also commission independent mediation through Children in Scotland. Their services, called Resolve, may be arranged by the Additional Support for Learning Adviser, or accessed directly by parents on 0131-222-2456.

Parents, carers and children with additional support needs can also seek independent advice and support through:

- Enquire – the Scottish advice and information Service for additional support for learning: www.enquire.org.uk, 0845 123 2303
- Scottish Independent Advocacy Alliance; www.siaa.org.uk, 0131-260-5380
- Take Note: National Advocacy Service for Additional Support Needs (Barnados in association with the Scottish Child Law Centre) www.sclc.org.uk, 0131-667-6633.

Educational Psychology Service

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

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

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

Pastoral Support

All children are in the care of the class teacher who has responsibility for their well-being. Some times a child may need extra pastoral support.

All staff carry the role of supporting children who may be experiencing emotional difficulties or issues related to low self esteem.

We have staff trained in 'Seasons for Growth'. This is a programme which helps children who are experiencing difficult situations, ranging from bereavement to divorce.

Identified staff can work with children who may be at risk in any of the following:

- Significant and consistent underachievement
- Poor behaviour compared to peers
- Failing motivation and/or confidence
- Difficulty in concentrating and being focussed
- Poor attendance and / or punctuality
- Difficulty in relationships with peers or adults
- Experiencing personal crises

Transitions

Moving from P7 – S1

Pupils from Larbert Village normally transfer to Larbert High School at the end of P7. There is close liaison between Larbert Village Primary and Larbert High and regular meetings take place to ensure your child has a smooth transition from P7-S1. Our P7 pupils and their parents / carers will get several opportunities to visit Larbert High before their transfer in August. The pupils spend a week in Larbert High school early on in their P7 year when they take part in various activities. Pupils and parents will also be invited to information events and our P7 pupils will also attend Larbert High for a full day in the summer term. Commencing in January, members of Larbert High Integrated Pupil Support staff will spend a great deal of time in Larbert Village, getting to know the pupils and meeting with the class teachers in order to gather the relevant information that will ensure that your child gets the best possible start in their new school.

If your child had additional support needs, the pupil support team from Larbert High School will visit their primary class on several occasions in order to get a clear understanding of your child and their educational and pastoral needs. You will be invited to participate in meetings to discuss your child's enhanced transition and to discuss how Larbert High will meet your child's needs.

Moving from Nursery to Primary

Many children may view the move from nursery to primary as a huge leap which is both exciting and daunting - as do many parents! A change of environment and routine in any aspect of life can be unsettling for children and it's understandable that so many parents worry about how their child will cope with the transition from nursery to primary school. There is no doubt that the step from nursery to primary school is big - both educationally and emotionally. The time dedicated to learning increases, the nature of work being undertaken changes and children are expected to take all this in their stride while also coping with a new environment and new faces. The nursery to primary school transition is a vitally important time in your child's life and if it is managed correctly, he/she will experience minimum stress and will be able to settle in to primary school much easier and quicker, without any hindrance to their learning. In fact, a smooth, well-managed transition can even give children a head start when it comes to primary school learning and skills development.

In Larbert Village Primary School, we believe that this period of change is a crucially important time in a child's life and we treat it as such.

As part of transition we involve the nursery pupils in PE lessons, music lessons and other joint projects with our P1 pupils. This allows the Nursery children to become familiar with the P1 classroom setting and the P1 teaching staff and Support for Learning Assistants.

From Nursery to Primary 1

The Primary 1 teachers visit the nursery class to observe the pre-school children in a familiar setting. We make every effort to visit all feeder nurseries at least twice. Once just the teacher and then again with the children's buddy.

The nursery children will visit the Primary 1 classrooms. During these sessions the children will meet their new teacher and have an opportunity to play/carry out activities in their new classroom. Prior to their visit to the classroom the nursery children will spend time in the school playground playing with the other school children at breaktime.

In June the new Primary 1 pupils will be invited to sample a school lunch with one of their parents/carers. This allows the children to become familiar with the dining hall and to meet the catering staff. It allows parents to see the quality of the school lunches and how well their child will cope in the dining hall.

We hold an information afternoon for nursery parents/carers in June. This gives parents and carers an opportunity to meet the Primary 1 teacher and to see the classroom and also allows the children to meet their class buddies as well as become more familiar with their class and teacher.

Each child entering P1 is assigned a buddy from the P6 class. These buddies will visit the nursery several times before the summer holidays to meet their buddy and spend some time getting to know them. This partnership will continue in P1.

Nursery Class Provision

The school's nursery class provides places for children aged 3-5 years.

Nursery class provision is non-denominational, which allows children of parents from all religions and beliefs to attend the nursery. Attendance at the nursery class does not however guarantee a place in the school.

Admission to a Nursery Education in Falkirk

All Falkirk nursery classes are required to allocate places according to the Nursery Education Admission Policy. A funded pre-school education place is available for every child aged 3 to 5 years who lives in Falkirk. A place can be provided in either a Falkirk Council nursery or in a private nursery/playgroup which is in partnership with Falkirk Council.

Children become eligible for pre-school education the term after their third birthday.

If your child is born between:	They will be eligible for a funded pre-school place from:
1 March to 31 August	Autumn Term (August)
1 September to 31 December	Spring Term (January)
1 January to 28/29 February	Summer Term (April)

Application forms are available from all primary schools and nurseries and can also be downloaded from the Falkirk Council web-site at www.falkirk.gov.uk.

Only one application form should be completed. The application form asks for the 1st, 2nd and 3rd choice of nursery, the form should be returned to the 1st choice where you will also be asked to show the child's birth certificate and proof of address.

On most occasions children are allocated a nursery place in the 1st choice nursery in their pre-school year, this may not always be possible in their ante pre-school year, however, an alternative place will be offered and the child's name will be placed on the waiting list of the 1st choice.

Nursery classes in primary schools only provide places for 3 to 5 year olds, application for a place can be made when a child reaches their second birthday.

Transition from Nursery to Primary

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

Primary School Admissions

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

When commencing Primary 1 education, your child will normally attend the local denominational or non-denominational Primary school (regardless of religion) and transfer from it, after Primary 7, to its associated Secondary school. Details of the catchment areas and boundaries can be obtained from the Forward Planning Section – Tel. 01324 506619/506608 Education Services, or the relevant school.

Any movement between denominational and non-denominational schools at year stages other than Primary 1 will require a Placing Request Form to be completed. Enrolment dates will be set by each school and the enrolment should be completed in January prior to the start of term in August. The school may place adverts in the local press and nurseries advertising the date(s) for enrolment. Enrolment Forms should be completed on enrolment day at your catchment school. Parents are asked to bring the relevant birth certificate(s) and proof of residency when enrolling their child(ren).

You are still required to enrol your child(ren) at your catchment school even if you do not wish him/her to attend that school.

Enrolment timetables will also be available through the Falkirk Council website at www.falkirk.gov.uk.

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

Primary to Secondary Transfer

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

If you wish your child to attend a secondary school other than the catchment denominational or non-denominational secondary school for your home address, you will be required to make a Placing Request as detailed in the Placing Request section below.

You do not need to submit a Placing Request if you want your child to transfer from a non-denominational secondary school or vice-versa at the primary to secondary transfer stage, as long as the intended secondary school is still the catchment school for your home address. Parents of children who are planning to change from denominational to non-denominational or vice-versa between primary and secondary school should ensure that both the primary school and the intended secondary school know what is to happen. This policy is subject to change so please check with the school.

Catchment Secondary School

Children in Larbert Village normally transfer to Larbert High School for their secondary education.

Contact details: The rector is Mr Jon Reid

Larbert High School
Carrongrange Avenue
Stenhousemuir
Larbert
FK5 3BL
01324 554233

Placing Requests

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

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

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

Placing Requests can only be approved when there are sufficient places remaining in the class after all catchment area children have enrolled and if staffing and accommodation at the school are able to meet the numbers of Placing Requests at that school. Education Services can also reserve places in a class for future catchment pupils they expect to move into the area in the following school year. If more Placing Requests are made for admission to a particular school than places available, these Requests will be prioritised according to Falkirk Council's Admissions Policy and requests accepted and refused accordingly.

If you wish to make a Placing Request, you should complete the appropriate application form (one for each child involved) and return it to Forward Planning Section, Education Services, Sealock House, 2 Inchrya Road, Grangemouth, FK3 9XB. This Form must be completed by the child's Parent/carer. Placing Requests for Primary 1 and Secondary 1, commencing in the next school session should be made by the 15th of March each year for consideration. Responses will be issued no later than 30th April.

Your Placing Request will be considered against a set of criteria which is set out in the Council's priorities for admission.

Any Placing Requests received after the 15th March for Primary 1 and Secondary 1 will not be considered in the first round of Placing Requests. Parents / Carers will be notified of the outcome of their request within 8 weeks of receipt.

As soon as a decision has been made, you will be notified of the result. If your Placing Request is successful, you will be asked to contact the school to establish arrangements for enrolment.

Placing Request Forms are available from the Forward Planning Section, Education Services at Sealock House, all schools, Libraries, One-Stop Shops and on the Falkirk Council website.

Mid Session Transfers

You may make a Placing Request at any time during a school session. If your child is experiencing problems at school, you are advised to discuss the matter with the Head Teacher prior to making a Placing Request. Completing the Application Form does not guarantee a place for your child at your chosen school. Your Placing Request will only be granted if there are surplus places available at the school.

Transport for Placing Requests

If a Placing Request is successful, parents will be responsible for the safety and transportation costs of their child to and from their chosen school.

Section Five – School Improvement

Raising Attainment

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

Standards and Quality Report

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

A copy of the School's Standards and Quality Report can be found on the school website – www.larbertvillage.falkirk.sch.uk

Below are some highlights of our previous academic year.

Outdoor Learning

Staff have been trained in Outdoor Learning and the value that this adds to teaching and learning.

Our P7 children have benefitted from weekly visits to the woods to promote learning outside. This has enabled them to develop a variety of curriculum areas such as expressive arts, literacy and numeracy

The children have also had to opportunity to develop their skills for life, learning and work which includes risk taking and problem solving.

As a direct result our children were involved in the official government launch of "Get Out There" where they were able to share their learning with Minister for Learning, Science and Scotland's Languages.

Comenius Project

Our children have developed their literacy, drama and ICT skills through linked projects with the 7 other European schools and Turkey in this project.

Children now have an increased knowledge of their own culture and the wider global community.

LVPS staff have visited Turkey and Poland to develop their knowledge and understanding of the project and other educational systems.

This project is continuing this coming year and is being developed at all stages in the school with the final gathering of all the schools involved across Europe meeting here at LVPS.

School Improvement Plan

A copy of our School Improvement Plan can be found on our website – www.larbertvillage.falkirk.sch.uk

Transferring Educational Data About Pupils

Education authorities and the Scottish Government collected data about pupils on paper forms for many years. We now work together with schools to transfer data electronically through the ScotXed programme. Thus the Scottish Government has two functions: acting as a 'hub' for supporting data exchange within the education system in Scotland and the analysis of data for statistical purposes within the Scottish Government itself.

What pupil data is collected and transferred?

Data on each pupil is collected by schools, local authorities and the Scottish Government.

The data collected and transferred covers areas such as date of birth, Scottish Candidate Number (SCN), postcode, registration for free-school meals, whether a pupil is looked after by his/her local authority, additional support needs including disability and English as an Additional Language (EAL), and attendance, absence and exclusions from school. The SCN acts as the unique pupil identifier. Pupil names and addresses are not passed to the Scottish Government. Your postcode is the only part of your address that is transferred for statistical purposes, and postcodes are grouped to identify 'localities' rather than specific addresses. Data is held securely and no information on individual pupils can or would be published by the Scottish Government.

Providing national identity and ethnic background data is entirely voluntary. You can choose the 'not disclosed' option if you do not want to provide this data. However, we hope that the explanations contained in this message and on the ScotXed website will help you understand the importance of providing the data.

Why do we need your data?

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

- plan and deliver better policies for the benefit of all pupils
- plan and deliver better policies for the benefit of specific groups of pupils
- better understand some of the factors which influence pupil attainment and achievement
- share good practice
- target resources better.

Your data protection rights

The collection, transfer, processing and sharing of ScotXed data is done in accordance with the Data Protection Act (1998). We also comply with the National Statistics Code of Practice requirements and other legislation related to safeguarding the confidentiality of data. The Data Protection Act gives you the right to know how we will use your data. This message can give only a brief description of how we use data. Fuller details of the use of pupil data can be found on the ScotXed website (www.scotxed.net).

The Scottish Government works with a range of partners including Education Scotland and the SQA. On occasion, we will make individual data available to partners and also academic institutions to carry out research and statistical analysis. In addition, we will provide our partners with information they need in order to fulfil their official responsibilities. Any sharing of data will be done under the strict control of the Scottish Government, which will ensure that no individual level data will be made public as a result of the data sharing and that these data will not be used to take any actions in respect of an individual. Decisions on the sharing of data will be taken in consultation with colleagues within and outwith the Scottish Government.

Concerns

If you have any concerns about the ScotXed data collections you can email the Senior Statistician, scotxed@scotland.gsi.gov.uk or write to The ScotXed Support Office, Area 1B, Victoria Quay, Leith, EH6 6QQ. Alternative versions of this page are available, on request from the ScotXed Support Office, in other languages, audio tape, braille and large print.

Websites

You may find the following websites useful.

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

Glossary

ASL – Additional Support for Learning

ASN – Additional Support Needs

CFE - Curriculum for Excellence

CLD – Community Learning and Development

DHT - Depute Headteacher

EMA – Education Maintenance Allowance

ESMT- Education Services Management Team

FFB - For Falkirk's Bairns - Integrated Children's Service Plan

FOI – Freedom of Information

FVNHS - Forth Valley National Health Service

GIRFEC – Getting it Right for Every Child

Glow - Scottish Schools National Intranet (Glow doesn't stand for anything)

HT - Headteacher

LIPs - Local Improvement Priorities

LTA - Learning to Achieve

MFiF - My Future's in Falkirk

NPFS - National Parent Forum of Scotland

PC - Parent Council

PLPs - Personal Learning Plans (personal learning planning)

PT - Principal Teacher

PTA/PA - Parent/Teacher Association/Parents Association

SEEMiS - Management Information Systems (SEEMiS is the pupil database)

SIP - School Improvement Plan

SPTC - Scottish Parent Teacher Council

SQA – Scottish Qualifications Authority