CONTENTS

• Angus Council Information:
  o Contact Details:
    Angus Council People Directorate
    Angus House
    Orchardbank Business Park
    FORFAR
    DD8 1AN
    Tel: 01307 476337
    Fax: 01307 461848
    Email: People@angus.gov.uk
  o Early Learning and Childcare Provision (primary schools only)
  o School Clothing Grants
  o Education Maintenance Allowance (secondary schools only)
  o Pupil Absence Procedures (Attendance and Absence)
  o The Complaints Procedure
  o Parental Involvement / Parent Councils
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  o Useful Links & Contact Details
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- School Information:
  - School Roll: 183
  - Head Teacher: Miss K Frain
  - Depute Head Teachers: Mrs C Hudson
  - Acting Depute Head Teacher: Miss D Efthyymiou
  - Class Teachers
    - P1: Mrs D Efthyymiou
    - P2: Miss N Kilcoyne
    - P3: Mrs C Poynton
    - P4: Mrs Batard
    - P5: Mrs P Marshall
    - P6: Miss L Petrie
    - P7: Mrs M Skene
  - Nursery Team: Mrs D Littlejohn, Mrs M Foote, Mrs S Napier, Miss J Logan
  - Additional Support Needs: Mrs H Taylor
  - School and Pupil Support Assistants: Mrs P Scott, Mrs L Deas, Mrs M McLaren, Mrs M Ritchie
  - Senior Clerical Assistant: Mrs M Blackwood

CONTACT DETAILS

Letham Primary School
3 Braehead Road
Letham
Angus
DD8 2PG
01307 876132
Lethamps@angusschools.org.uk

THE SCHOOL DAY

<table>
<thead>
<tr>
<th>Stage</th>
<th>Start</th>
<th>Break</th>
<th>Lunch</th>
<th>Close</th>
</tr>
</thead>
<tbody>
<tr>
<td>Primaries 1 and 2</td>
<td>9.00am</td>
<td>10.40-11.00am</td>
<td>12.15-1.30pm</td>
<td>3.15pm</td>
</tr>
<tr>
<td>Primaries 3 to 7</td>
<td>9.00am</td>
<td>10.40-11.00am</td>
<td>12.30-1.30pm</td>
<td>3.20pm</td>
</tr>
<tr>
<td>Morning Nursery</td>
<td>8.40am</td>
<td></td>
<td></td>
<td>11.50am</td>
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<tr>
<td>Afternoon Nursery</td>
<td>12.00pm</td>
<td></td>
<td></td>
<td>3.10pm</td>
</tr>
</tbody>
</table>
VISITS OF PROSPECTIVE PARENTS – see link below:

Once your child has been allocated a place you will be invited along to meet the staff and children, to find out more about the curriculum and to share information about your child.

LETHAM SCHOOL UNIFORM

School uniform is not obligatory, but pupils are encouraged to wear it as school uniform will enhance the appearance and the reputation of our school. It also puts each child on a more equal footing with other children and encourages a sense of belonging.

**Boys**
- Grey trousers
- White shirt / polo shirt
- Navy jersey / school sweatshirt
- School tie

**Gym Kit**
- Navy shorts
- White T Shirt
- Gym shoes / trainers

**Girls**
- Navy skirt / trousers
- White blouse / polo shirt
- Navy cardigan / jersey / school sweatshirt
- School tie

School ties are available from the school office
School sweatshirts and polo shirts are available from JP Whyte, 44 Castle Street, Forfar

It has become fashionable for boys and girls to wear earrings. As a safety precaution, all jewellery must be removed before practical activities, such as physical education.

Please put labels on all items of clothing

Have you lost something?
If it is valuable go to the school office.
If it is clothing, check the lost property.
The lost property is available at all times from the school office and is put on display at each parent night.
At the end of each term any unclaimed clothing is either donated to charity or put in the recycling bin.
PARENTAL CONCERNS

Parents should contact the school immediately they have a cause for concern. It is our wish to deal with all matters as early as possible preventing them from growing into significant concerns. Please contact your child’s class teacher in the first instance. If you would prefer to discuss the issue with a member of the management team please contact Miss Frain.

THE COMPLAINTS PROCEDURE – also see link below:
https://www.angus.gov.uk/council_and_democracy/complaints_and_comments/making_a_complaint_or_comment_about_our_services

PARENTAL INVOLVEMENT
BECOMING INVOLVED IN SCHOOL

The school values the important part that parents play in their children’s education and sees partnership with parents as an effective way of enhancing children’s achievements and promoting better school ethos and communication.

OPPORTUNITIES for PARENTAL INVOLVEMENT:

During the school day:
- Helping in the pre-school class
- Art/Craft activities
- Sharing knowledge and expertise in some aspect of the curriculum, e.g. topic talk, history, science, health
- Practical activities in science, maths, social subjects, health education (e.g. first aid) or technology
- Reading stories to groups of children, playing reading/phonics games
- Supervising board games
- Teaching playground games
- Community Session activities e.g. board games, art and craft in small groups
- Running or assisting to run a Lunch Club
- Supporting educational visits/trips
- School concerts – making costumes, props, supervision of children
- Road safety – Cycle Training

Outwith the school day:
- Fundraising events
- Trips e.g. sporting events, concerts
- Extra-curricular activities e.g. coaching, sports/art clubs/country dancing/school grounds – maintenance of garden/allotment areas

If you wish to be a regular parent helper, PVG (Protecting Vulnerable Groups) checks have to be completed. Please discuss this with staff.

All parents are invited to attend three Pupil Learning Conferences throughout the year. At these meetings parents will have the opportunity to meet their child’s class teacher for a 10 minute interview and hear their child explain their learning journey for this session. This is also an opportunity for parents to hear how they can best support their child’s learning. Parents are also encouraged to support their child on a daily/weekly basis with the completion of homework tasks as advised by the school.
HOMEWORK DIARY

Each child from P1-P7 has a Homework Diary. The diary is used for:
- recording homework tasks
- showing important dates
- a communication tool, between home and school

SCHOOL ETHOS

Relationships with Learning – “To always give of our best and be all we can be”

At Letham Primary, in partnership with parents and the community we aspire, through a caring, relational approach and high quality learning and teaching, to create an ethos which ensures an honest, respectful and stimulating environment thus nurturing every child towards reaching their potential and enabling them to have the skills (academic, social and moral) and confidence to embrace the world in which we live.

Our Relationships with Learning Policy is available from the school office.

A positive attitude is essential to good learning situations. The general aim of the school is to provide an atmosphere of mutual respect and collective responsibility. Pupils, parents and teachers all have an important part to play in producing this. The values, goals and expectations of the school are of a common sense nature, bearing in mind the interest and safety of all concerned.

Our goals and expectations are devised in consultation with pupils, and support and guide children in making good choices both academically and socially. These are discussed and amended as required throughout the session.

Throughout the year pupils engage in activities which aim to empower them to cope with situations and challenges they encounter in everyday life, to see things from another point of view, to build resilience, to develop an ‘I Can’ and ‘I am responsible’ mindset.

All pupils are made aware of the well-being indicators and these are promoted through school assemblies.

S – Safe
H – Healthy
A – Achieving
N – Nurtured
R – Respected
R – Responsible
I - Included

Letham Primary has its own anti-bullying policy in line with that of Angus Council. We regularly promote this policy with pupils and parents through assemblies and parent and pupil annual leaflets. Our policy is available from the school office.
SCHOOL AND COMMUNITY LINKS

Letham Primary is an integral part of the community of Letham. Children develop skills and learn to be better citizens as they engage with and support the work of the local community. Our pupils participate in community events and competitions organised by organisations and businesses in the local community.

POSITIVE BEHAVIOUR MANAGEMENT
https://www.angus.gov.uk/schools_and_young_people/parent_and_pupil_guidance/anti_bullying_policy

BEHAVIOUR MANAGEMENT – Restorative Approaches

Our Behaviour Management reflects the ‘Community’ ethos we strive to create :-

- Each member feels cared about
- Members are encouraged to care about each other
- Experience a sense of being valued and respected – the children matter to one another and to the adults
- If one member is absent they are missed
- Differences are accepted and supported
- Help is given to each other (not for external rewards or recognition but because it’s the right thing to do)
- Each child feels competent (academically and socially)
- Build connections between children
- Demonstrates personal and collective responsibility.
- Has an understanding of values and social justice.

Restorative Approaches underpins our interactions and we are proactive in developing communication and skills necessary to make this achievable.

This means that:-

- All members of staff will listen and respond appropriately to any incidents (social and academic)
- Staff will not make judgements or take sides
- Staff will endeavour to support all pupils involved in any incidents.
- Consequences are reflective of the seriousness of the situation and consideration is given to individual needs (vulnerable individuals and pupils with ASN).
- The children are aware of non-negotiable breeches. We use restorative approaches to oust the behaviour whilst at the same time looking after ‘all’ the children involved. We work together to repair any damage caused.
  - We deal with conflict and disruption in a timely manner
  - We repair harm in the aftermath of wrong doing
  - We address issues with all involved
  - We work with those involved to find the best solution for what has happened
➢ We embrace a diversity of solutions by understanding that there may be many ways to solve a problem
➢ We focus on what needs to happen to repair harm
➢ We look at what needs to happen to prevent further harm

- Whenever possible the children are encouraged to reflect on their own and the behaviours of others and be involved in decision making processes around making things better.

We work collaboratively with families and other agencies to ‘get it right’ for all children.

**CELEBRATING ACHIEVEMENT**

As soon as you enter Letham Primary it is clear to see that pupil achievement is celebrated and shared for everyone to see.

TREE-mendous – situated on the wall outside the head teachers office is a tree which changes with the seasons.

Alongside our TREE-mendous display we celebrate and display achievements from the world outside the immediate school environment. Pupils bring in pictures, trophies, certificates, newspaper cut outs of anything they are proud of achieving, from scouting celebrations to taking part in charity events.

We are committed to developing a Growth Mindset and a love and commitment to learning and making the right choices for the right reasons. As such, over the last few years, we have reduced our use of certificates, stickers etc. All members of staff at Letham believe this is having a very positive effect on effort, and willingness to learn; and being ethically sophisticated.

All of the above is encompassed within our ‘Relationships with Learning Policy’ which is available from the school office.
EXTRA-CURRICULAR ACTIVITIES

- After School Clubs – At Letham the clubs change regularly trying to provide different opportunities to encompass a range of interests.

- Gardening – We are committed to looking after our outdoor environment. Pupils and teachers try hard to maintain it. With the on-going support of parents and the local community we believe it will continue to be significant learning resource.

- Pupil Council – Every year P4-7 classes appoint 2 pupils to become pupil council members and represent their wishes at meetings. Throughout the year the pupil council will be involved in many decisions including choosing charities to fundraise for, publishing a pupil newsletter, deciding on social events run by the parent council, organising competitions and any other important business raised by pupils.

- Buddies – Everyone at Letham demonstrates a respectful, friendly and caring attitude towards everyone. To aid this process and to provide support to new primary one pupils they are given ‘Buddies’ from the P7 class. Each pupil meets their buddy whilst in pre-school where they play and work together regularly. The ‘Buddy’ system gives new pupils the support and confidence to enjoy school from their very first days. The P7 pupils also benefit greatly from working closely with younger pupils.

- Friendships – In the playground pupils are encouraged to ‘look after each other’. There is a friendship bench if someone is lonely or has no one to play with, there are rotas on the school climbing wall and climbing equipment, where pupils are encouraged to work in pairs supporting each other.

- Community Groups – In order to facilitate our vision on community ethos, time is allocated to community groups. Community sessions are structured so that children are given the opportunity to reflect on values and what this means to how we behave and ‘are’. Activities are planned to develop team work as well as develop independence skills; and to celebrate differences and individuality as well as highlighting interdependence. Pupils are encouraged to share their views and help direct school life. Community groups may be organised in classes and at other times will be a mixture of ages across the school. We endeavour to invite parents and members of the community to be involved in some of these sessions.

- Dalguise – In the final term of the session, P7 pupils attend Dalguise Activity Centre for a weekend. They participate in many different activities, like tree climbing and raft building, developing physical, social and teamwork skills and very importantly having a fun and memorable experience to conclude their primary years.

- ‘Our Views Count’ – The pupils of Letham are involved in many important decisions about their education. Pupil voice is an integral part of the school improvement plan where pupils discuss key objectives, looking at the impact of learning and teaching, how it is changing and how it can be improved, both in and out of the classroom.
LEARNING OPPORTUNITIES

Your child will learn in a variety of different contexts and groups including ability, co-operative and social.

THE PUPILS AND PARENTS VOICE

Personalisation and choice is one of the seven principles of curriculum design. Children and young people, throughout their education, will have the opportunity to discuss with their teacher the contexts, in which they learn, and how they will approach the learning. Staff will discuss new learning with the children at the beginning of a new topic and plan together the areas of specific focus e.g. World War 2 – The Battle of Britain. This will be shared with parents at the start of the topic, and will be invited to support the learning by e.g. sharing resources from home, discussing learning with their child and/ or visit the school to share a talk.

Parents will be invited to share and make comment regarding the planned work for their child, at various points throughout the year, and are encouraged to feedback at any time through their child’s homework diary.

Pupils and parents share the learning journey in a variety of ways... Blog, Twitter, Class floorbooks, pupil learning conference. Parents are encouraged to engage their children in talking about and sharing their learning journey on a regular basis.

A Pupil Learning Council impacts on the day to day running of the school and is a crucial part of our improvement journey. The pupils have a direct say in where we are going and how we are going to get there. The pupils have co-created their own school improvement plan in line with the schools driver diagrams. This creates greater ownership, understanding and role and responsibility of the improvement process.

THE CURRICULUM AT SCHOOL, LOCAL AND NATIONAL LEVEL

Letham School plans a curriculum open day for parents every session, parents are invited in to participate in a learning activity. At this time their child will share work they are most proud of and parents are given the opportunity to comment on their child’s efforts. During this event the children will describe and share their first-hand experience of the curriculum in school. This is not only a classroom level experience but parents are also invited to enjoy tea and coffee whilst looking at displays additional information on ‘What happens in school!’, and see some examples of children’s work. Parents will be given the opportunity to comment on various aspects of our Improvement Cycle, thus contributing to the ongoing improvement process at Letham Primary.

liaison with secondary school

The school maintains close links with Forfar Academy and other Primary Schools within the Angus area. Our teachers and in some cases our pupils visit other schools and establishments and other teachers and pupils visit us. This process is necessary for the professional development of staff, reciprocal understanding and the establishment of curricular consistency.

Moving Between Schools

When a child moves to a new school their class teacher will communicate with the new school to share information on academic achievement and personal likes/dislikes with
their new teacher. Parents are encouraged to organise a visit to the new school (if possible) in advance, to support the child in the move. It should be noted that opportunities for enhanced transitions are available for children as required.

**SCHOOL IMPROVEMENT**

**Main Achievements 2016-2017**

- We maintained consistently high standards of attainment.
- The improvement plan has had great impact not only on attainment but on the holistic development of our pupils.
- Successful business partnerships and strong community links have been enhanced, with new ones being built - - Twinning association, gardening club, bowling club etc.
- Our learners are motivated, stimulated and eager to participate in their own learning.
- Pupils are actively involved in their own learning.
- Our pupils play an essential role in the overall life of the school and the community.
- Visitors to the school comment that our pupils are polite, confident, enthusiastic, articulate, showing eagerness and willingness to interact.
- Pupils, parents and staff work together as part of a successful team.
- CPD is very collegiate; it has a unity of purpose, feeding into the improvement process for the school and our pupils.
- We work collaboratively to provide a stimulating, enjoyable, motivating curriculum, featuring personalisation and choice.
- We have clearly established good working relationship with parents and the community, in all aspects of school life. We reinforce this at every appropriate opportunity. We work on joint projects and involve parents e.g. working groups.
- We continue to work hard on improving our cyclical processes for self-evaluation.
- We have successfully implemented a much more active style approach to our teacher toolkit.
- Our SIP is progressively more forward thinking, showing vision for the future - an extended improvement cycle.
- Aims, vision and values are shared effectively; these have been updates in line with our curriculum rationale by all involved in the education at Letham.
- We have very positive communication links and make every effort to involve everyone in decision making.
- We have enhanced our improvement planning cycle.
- Staff successes and good practice are highlighted by SMT.
- Our environment is pleasant and stimulating, we are well resourced, with up to date resources.
- The pupil voice has been enhanced through the ongoing development of a Pupil Learning Council.
- Improvements in communication in relation to sharing the language of learning has been established through the use of Learning Blog, Twitter, Class Floorbooks etc.

A more detailed School Standards and Quality Report can be obtained by contacting the school office.
Improving Standards

- Levels of attainment are good; children are developing a deep understanding across all aspects of literacy, numeracy and inter disciplinary subjects.

- We are trying to make best use of all assessment data (standardised assessments, classroom based assessments and teacher judgement.) This includes the national benchmarks and national assessments.

- In literacy children had experiences and success in a wide variety of learning opportunities. We continue to build up our bank of literacy sources that support our Back to Basics and literacy for the 21st century philosophy.

- In numeracy teachers have developed their understanding of how best to teach numeracy through taking part in numerous professional opportunities. Pupils have had experiences in a wide range of conceptually appropriate tasks. We have continued to build up our bank of resources to support the teaching of numeracy. The school has been involved in many showcase events highlighting good practice within the teaching of numeracy at Letham.

- We are improving our skills in involving pupils and parents in our reflective, evaluative improvement cycle processes.

- Our journey towards developing a restorative school is progressing. ‘Bounce Back’ and GiR are integral resources in our Learning Assemblies and daily classroom practice. Their meaning, message and philosophy are impacting on the day to day running and life of the school. The importance of developing effective relationships is impacting positively on the overarching ethos of the school.

- We are developing a growth mindset culture with children and staff which is beginning to impact on pupil resilience and perseverance.

School Improvement Plan 2017-2018

The main objectives over the current session are:

- Narrowing the Gap. Making Assessment and Feedback Count (90% of children achieving and maintaining age /stage (or higher) expected outcomes by June 2018.

- Moderation Processes at Letham enhancing learning and teaching (planning, delivery and assessment) impacting on raising attainment for 90% of learners by June 2019.

- 90% of children can effectively articulate about their learning journey, their progress and next steps across all areas of the curriculum by June 2018.

- Raising attainment, motivation and enthusiasm in literacy, numeracy and mathematics, by marrying ‘back to basics’ with what we as teachers now know and understand about how children best learn in the 21st Century. Creating Visible and effective learners.
• Develop assessment practices and procedures to ensure assessment is used to drive and inform learning. Feedback will continue to be developed to maximise value added learning. Aspects of Challenge within the curriculum will also be addressed.

• Continue to work and further enhance our processes and practices for self-evaluation. Links will be made to the ‘Standards’ for all teachers in primary schools and How Good Is Our School 4 will be developed as a whole school initiative.

• Ensure our learning programmes are current and relevant and we adapt and make changes necessary (focusing on social subjects, science, health and well-being)

• Continue to develop our work around Growth Mind-set to further our progression towards becoming a school based on Intrinsic Motivation.

• Continue to embed and also revisit where appropriate restorative approaches with all staff and pupils, (with a focus on developing relationships and community values) which in turn will support our creation of an all-encompassing, inclusive restorative ethos.

• Reflect on the impact of our practice via current research evidence e.g. John Hattie’s Assessment Visible Learners and adapt and modify policies and practice accordingly.

• Implement year two of ‘One Plus Two’ initiative, which is teaching and learning French from Nursery through to P7. This is in line with Angus Council Power Language Platform.

HEALTH CARE

You can contact your school health staff at: -

School Nurse – Carol Paterson
Whitehills Health and Community Care Centre
Station road
Forfar
DD8 3DY tel: 01307 475274
carolpaterson@nhs.net
USEFUL LINKS & CONTACT DETAILS


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

Parental Involvement


Parentzone provide information and resource for parents and Parent Councils – https://education.gov.scot/parentzone/

School Ethos

Supporting Learners - guidance on the identification, planning and provision of support – https://education.gov.scot/scottish-education-system/Support%20for%20all

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

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

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

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

Curriculum

Information about how the curriculum is structured and curriculum planning – https://education.gov.scot/parentzone/learning-in-scotland
Information about the outcomes a learner can expect to experience and achieve across literacy, numeracy and health and wellbeing, as well as the 8 curricular areas – https://education.gov.scot/parentzone/learning-in-scotland/About%20the%203-18%20curriculum

Advice, practice and resources to support the experiences and outcomes on literary, numeracy and health and wellbeing – https://www.education.gov.scot/Documents/btc3.pdf


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


Information around the Scottish Government’s ‘Opportunities for All’ programme – https://www.skillsdevelopmentscotland.co.uk/what-we-do/partnerships/16plus-data-hub/

Information for organisations responsible for the planning, management and delivery of career information, advice and guidance services – https://www.skillsdevelopmentscotland.co.uk/what-we-do/our-products/career-management-skills/

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

**Assessment and Reporting**


Information about Curriculum for Excellence levels and how progress is assessed – http://www.educationscotland.gov.uk/thecurriculum/howisprogressassessed/stages/index.asp


Transitions

Curriculum for Excellence factfile - 3-18 Transitions - provides information on the transitions children and young people will face throughout their education and beyond – http://www.educationscotland.gov.uk/publications/c/publication_tcm4660285.asp

Career Information, Advice and Guidance in Scotland - A Framework for Service Redesign and Improvement provides guidance on career information, advice and guidance strategy – http://www.scotland.gov.uk/Publications/2011/03/11110615/0

Choices and changes provides information about choices made at various stages of learning – http://www.educationscotland.gov.uk/myexperiencesandoutcomes/healthandwellbeing/planningchoices/index.asp

The Additional support for learning page provides links to relevant legislation and guidance, including the arrangements that should be in place to support pupils with additional support needs – http://www.scotland.gov.uk/Topics/Education/Schools/welfare/ASL

Supporting Children’s Learning Code of Practice includes specific requirements on education authorities and others under the new legislation in relation to transition – http://www.scotland.gov.uk/Publications/2011/04/04090720/21

Enquire is the Scottish advice service for additional support for learning – http://enquire.org.uk/

Parenting across Scotland offers support to children and families in Scotland – http://www.parentingacrossscotland.org/

Support for Pupils

The Additional support for learning page provides links to relevant legislation and guidance, including the arrangements that should be in place to support pupils with additional support needs – http://www.scotland.gov.uk/Topics/Education/Schools/welfare/ASL

Information about the universal entitlement to support that underpins Curriculum for Excellence – http://www.educationscotland.gov.uk/inclusionandequalities/supportingchildrenandyoungpeople/whatissupport/universalsupport/index.asp


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

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

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

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

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

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

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

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

**School Policies and Practical Information**

Schools and local authorities should consider the most relevant school, local and national policies and include details or links for parents to sources of further information.

National policies, information and guidance can be accessed through the following sites -
http://www.scotland.gov.uk/Topics/Education
http://www.scotland.gov.uk/Topics/Health
http://www.scotland.gov.uk/Topics/People/Young-People

Children (Scotland) Act 1995 –

Standards in Scotland’s Schools (Scotland) Act 2000 –