



FRIOCKHEIM PRIMARY SCHOOL INFORMATION BOOK



Friockheim Primary School
Farnell Road
Friockheim
Angus
DD11 4XB

Tel: 01241 465393

Email: friockheim@friockheim.angus.sch.uk

**This document is available in alternative formats, on request
(Please contact the Head Teacher)**



Welcome to Friockheim Primary School

Dear Parents/Carers

It is with great pleasure that we welcome you and your child to our school.

As a staff, we work closely together to ensure that your child enjoys a wide and varied curriculum during his/her time at Friockheim and we are confident that your child will feel happy and secure in our care.

We hope that all our children will become successful learners, who are confident and responsible. We value our pupils' views and encourage them to develop their own opinions, think for themselves and to take the initiative in their own learning.

At Friockheim Primary School, we value our close links with our parents and the community and try to foster links throughout the school year.

This handbook provides parents with information about our school, its organisation and the curriculum we offer your child. If you wish further information or would like to visit our school, please do not hesitate to contact the school office.

Should you, at any time, wish to discuss a matter directly with myself, I shall be only too pleased to arrange a meeting.

We look forward to sharing the education of your child.





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- Angus Council Information:
 - 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
 - [Early Learning and Childcare Provision](#) (primary schools only)
 - [School Clothing Grants](#)
 - [Education Maintenance Allowance](#) (secondary schools only)
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OUR SCHOOL

Friockheim Primary School was opened in 1973. The school grounds are extensive and often used for outdoor learning. The current pupil roll is 113 with 21 nursery children. There are 6 primary classes with 6 fulltime teachers. Our morning nursery class is run by a Senior Early Years Practitioner and supported by an Early Years Practitioner. We have an excellent relationship with our playgroup through effective transition. The toddler group is also accommodated in our school building. We have a Breakfast Club which runs every morning from 8.15am. Our current Support Staff includes a 1 fulltime and 3 part-time Primary School and Pupil Support Assistant and a Senior Clerical Officer. The management team consists of a Head Teacher.

There have been a number of improvements to our school building over the past several years. We are refurbishing our classrooms on an annual basis and looking forward to getting new toilets in our nursery. The Playgroup have also been refurbished and share an outdoor space with our nursery which is great for transition.

Our staff team provide quality teaching opportunities and take into account individual children's needs. The ethos in the school is positive reflecting the pride staff, children and parents feel about being a member of Friockheim Primary School Community. We are well supported by our PTP who take a keen interest in the life and work of the school. We have strong links with our local church and Mr Philips, our Minister, regularly attends whole school Assemblies and visits classes. A number of visiting specialists support the school for Music (brass, violin & piano), Kodaly, PE and Art.

We work collaboratively with our cluster colleagues to improve outcomes for learners. We also attend all cluster Active Schools events so that our children can be involved in a range of sporting activities, festivals and competitions. Thanks to Parent Volunteers we offer, football, basketball and badminton for our older pupils.





A Welcome from our Parent Teacher Partnership

On behalf of the Parent Teacher Partnership (PTP) - Welcome to Friockheim Primary School! We wish to extend a particular welcome to all pupils and parents new to our school, we hope you are all settling in well and that you enjoy your time in our school, 2018/2019 is going to be a really enjoyable and productive year for everyone!

The PTP of Friockheim School is made up of elected parent members and co-opted members from the community who have an interest in supporting the school, along with the Head Teacher and another teaching staff member.

The role of the PTP is to represent the views of all parents and to meet with the Head Teacher to discuss any concerns, ideas, or matters that could help with the running of the school. We are keen to work with you to help the school give your child the best education possible. We value and welcome parents' involvement in the school.

The PTP meets monthly, you do not need to be a PTP member to come along - all parents or carers of pupils of Friockheim School are invited to attend meetings. If you can't make it along to the meetings we hope to keep you updated with our noticeboard, which is on the right of the main entrance to the school. On the notice board will be displayed our Constitution, minutes of meetings and our AGM and also photos and contact details for the members of the parent council. We also have a Facebook page.

We are here to represent **you** so please get in touch if there's anything we can do to help.

Amy Falconer
Chairperson
Parent Teacher Partnership



CONTACT DETAILS

School Name: Friockheim Primary School

School Address: Farnell Road
Friockheim
By Arbroath
DD11 4XB

Telephone: 01241 438100

E-Mail: Friockheim@friockheim.angus.sch.uk

Head Teacher: Mrs Lorraine Robertson

Class Stages: Nursery, P1, P2, P3/4, P4/5, P6 & P7

Present Roll: 113 Pupils and 21 Nursery children

Denominational Status: Non-denominational

Organisation of the School Day

The hours remain the same all year round:

Mornings - 9.00 am - 12.30 pm

(Interval 10.30 – 10.50am)

Afternoons - 1.30 - 3.15 pm for P1 & P2
- 1.30 - 3.20 pm for P3 - P7

Nursery Class: Mornings - 9.00 - 12.10 pm

Primary 1 pupils attend on mornings only from August until the middle of September. After this, pupils in P1 and P2 who travel by bus will be looked after in school until the bus leaves at 3.20pm.



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OUR SCHOOL STAFF

Head Teacher - Mrs L Robertson

Class Teachers:

P1 - Mrs C McIntyre / Mrs J Hampton

P2 - Miss P Goodman

P3/4 - Mrs J Reilly / Mrs L Tindal

P4/5 - Mrs Morrison

P6 - Miss K McFarlane

P7 - Mrs D McCombie

Senior Early Years Practitioner -

Early Years Practitioners - Mrs C Cortese, Mrs J McEwan &

Support for Learning Network Teacher - Ms I MacDonald

School and Pupil Support Assistants - Mrs D MacKay / Mrs E Greig /
Mrs T Scorgie & Mrs A Ritchie

Visiting Specialists:

Art - Mrs A Sharpe

PE - Mrs P Fletcher

Music - Mr Petrie

Instrumental Tuition:

Brass - Miss J Smith

Violin - Mrs K Liley

Piano - Ms L Mines

School Chaplain - Rev P Phillips

Janitor - Mrs V Russell

Senior Clerical Officer - Miss K Scotland

School Cook -

Kitchen Staff - Mrs N Heenan

- Mrs N Tait



VISITS OF PROSPECTIVE PARENTS – see link below:

<http://www.gov.scot/Publications/2010/11/10093528/0>

Parents seeking a place for their child are most welcome to visit our school. Arrangements can be made by phoning the School Office.

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.

SCHOOL UNIFORM

To encourage a sense of belonging and identity to our school, we actively encourage all our pupils to wear our school uniform. The main colours of Frickheim School uniform are green and yellow.

Boys are encouraged to wear – grey or black trousers, white shirt, green pullover and school tie.

Girls are encouraged to wear – grey skirt or pinafore, white blouse, green cardigan or pullover and school tie.



School sweatshirts or cardigans may be worn instead of jerseys. These are green with an embroidered school badge and details of availability are obtained from the school office. Our school tie is available from the school office.

PE Kit

Each child will need an indoor and an outdoor PE kit.

Indoor kit: Each child needs navy/black shorts, gym shoes and a white T-shirt and all pupils are given a school PE bag. We prefer our pupils to keep their gym kit in school but teachers will inform your child of the particular days when a gym kit is required.

Outdoor PE kit: Warm fleece, jogging trousers (preferably black or navy) and outdoor trainers.

All clothing brought to school should be named or marked in some way, as it is difficult for children to distinguish their own clothing from others.

PARENTAL CONCERNS

Parents should contact the school immediately if 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 or if you would prefer to discuss the issue with a member of the management team please contact Mrs Robertson, Head Teacher.

The staff will listen to your concern and agree a way forward with you. They will follow-up the initial conversation with a telephone call approximately one week later to ensure all matters have been resolved satisfactorily.



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 with learning in the class
- Art/Craft activities
- Sharing knowledge and expertise in some aspect of the curriculum, e.g. topic talk, history, science, health
- Reading stories to groups of children, playing reading/phonics games
- 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 two Parents Evenings 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 about their child's progress. This is also an opportunity for parents to hear how they can best support their child's learning. Parents are also encouraged to look at their child's learning log on a termly basis with their child and support as appropriate the completion of homework tasks as advised by the school.

SCHOOL ETHOS

Our school ethos is built on respect for all. We believe that positive relationships are key to building a productive school community that serves the needs of all its members. We promote 'Restorative Approaches' in the school where all views are taken account and solutions to problems or difficulties discussed. We encourage our young people to think about others and take responsibility for their actions.



We are committed to working in partnership with parents and the wider community. We have a fantastic Parent Teacher Partnership who ensure parent's views, opinions and ideas are shared with the school. There is a real sense of community spirit and belonging. Together we work hard to ensure our children can "Be all they can be!" (our school motto).

In our school we are committed to providing appropriate opportunities for the development of pupils' spiritual, moral, social and cultural values through both the ethos and the curriculum. This will be undertaken in partnership with parents and will take account of the individual needs of pupils and the views of parents.

Our school welcomes and encourages diversity and individuality, while emphasizing our common commitment to moral values such as honesty, respect for others, compassion and justice. It is a fundamental principle of our school that all who are involved in the life of our school both has the right to be respected as individuals and carry the responsibility to act in a considerate and respectful manner towards others. We implement the Council policy for Equal Opportunities and Racial equality and ensure that all pupils have access to the full range of educational experiences available within the resources of the school. We are firmly committed to the elimination of any form of discrimination on the grounds of race, religion, gender or disability.





OUR VISION, VALUES & AIMS

At Friockheim Primary School our vision is to **"Be all you can be!"** This vision was created by children, parents and staff in May 2012.

Since 2010 all Scottish schools have followed the Curriculum for Excellence (CfE). Its purpose is to ensure that all children develop the knowledge, skills and attributes they will need if they are to flourish in life, learning and work – now and in the future. At its foundation there are four capacities. These four capacities are our school aims. We believe all children should be; **successful learners, confident individuals, responsible citizens and effective contributors** both now and in the future.



Our values underpin our vision and aims and are embedded in our daily life, learning and work. Our Friockheim values are to be; **Friendly, Responsible, Included, Honest, Kind, Happy, Enthusiastic, Included and Motivated.**

SCHOOL AND COMMUNITY LINKS

Any School is an integral part of the community of Any Town. 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 organized by the local church, Community Council and Rotary Club. They visit the elderly at Harvest Time and participate in sporting and cultural events.

POSITIVE BEHAVIOUR MANAGEMENT

https://www.angus.gov.uk/schools_and_young_people/parent_and_pupil_guidance/anti_bullying_policy

Good behaviour is essential to good learning. The general aim of the school is to provide an atmosphere of mutual respect and collective responsibility. Pupils, parents and staff all have an important part to play in producing and sustaining this positive ethos. The rules of the school are of a common sense nature, bearing in mind the interest and safety of all concerned.

Our rules area as follows:-

- Do listen to people
- Do be kind and helpful
- Do work hard
- Do look after property
- Do be honest



CELEBRATING ACHIEVEMENT

To ensure our children can "Be All They Can Be!," we regularly share their achievements and successes whether this is in class or at whole school assemblies and activities such as open afternoons, parent meetings or formal prize giving events. Learning logs, with examples of pupils work, are sent home termly so that parents and carers can discuss achievements and next steps in learning.



EXTRA-CURRICULAR ACTIVITIES

Our Active Schools Co-ordinator, David McLeish, works hard providing a range of Cluster and local events for our young people. These can include festivals for each primary stage, including our nursery, as well as bowling, cricket, cross country, Scottish Country dancing, mountain biking, golf, dodgeball, handball and dance events. There are football and netball leagues as well as basketball, bowling and badminton competitions. We try hard to ensure our young people participate in a variety of events throughout the year.

Our current extra-curricular programme is led by parent volunteers and we are very grateful for their support. We currently offer football, basketball and badminton.



Monday	Soccer School – P1 to P7
Tuesday	Badminton – P6 & P7
Wednesday	
Thursday	Basketball
Friday	Football – P5, P6 & P7





PUPIL COUNCIL

The Pupil Council members are elected by their class peers at the beginning of session and they hold office for the duration of one year. Throughout the year they will meet regularly with a member of staff. They will be involved in taking forward school improvement priorities and addressing emerging issues as they occur.

What they do:

- Keep pupils up-to-date with important news/upcoming events.
- Organise fundraising events like "Red Nose Day/ Children in Need."
- Gather ideas to improve our school and school grounds.
- Have the opportunity to work with members of staff and represent the school when there are important visitors.



Why we enjoy being Pupil Councillors:

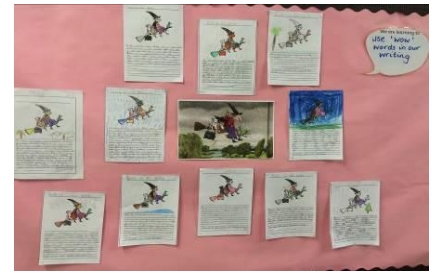
- "Being a member of the Pupil Council gives us the chance to be a help in our school".
- "It is great to be in a responsible position in my school."
- "We feel proud that we can contribute our skills to help our school".

What tasks have we undertaken recently?

We hold several fund raising events throughout the year to help raise funds to help purchase outdoor/indoor play equipment that the children may want/need. We are currently developing our school grounds so that they are a great place to play with lots of fun activities. We remind our friends to keep the playground tidy by putting their litter in the bin." We regularly share our achievements with Parents at their Annual General Meeting.

LEARNING OPPORTUNITIES

Your child will learn in a variety of different contexts, settings and groups including ability, cooperative and social. Our children very much like learning outdoors. We believe that children should have the opportunity to be children! We let them play in the forest, roll down the hill, play in the mud – our children regularly go home dirty but happy!!



The Curriculum for Excellence

Curriculum for Excellence (often shortened to CfE) is the curriculum in Scotland which applies to all children and young people age 3-18, wherever they are learning. It aims to raise achievement for all, enabling young people to develop the skills, knowledge and understanding they need to succeed in learning, life and work.

The Four Capacities - the curriculum aims for all children to become are our school aims:

- Successful Learners
- Confident Individuals
- Responsible Citizens
- Effective Contributors

The Eight Curriculum areas are:

- Expressive Arts – including art and design, dance, drama and music
- Health and Wellbeing – mental, emotional, social and physical wellbeing, PE, food and health, substance misuse and relationships, sexual health and parenthood
- Languages – listening and talking, reading and writing in literacy and English and modern languages, plus classical languages and literacy and Gaidhlig/Gaelic learners (where available)
- Mathematics – including analysing information, solving problems and assessing risk
- Religious and Moral Education (denominational / non-denominational) - learning about Christianity, other world religions, and developing values and beliefs
- Sciences – understanding important scientific concepts across planet Earth, forces, electricity and waves, biological systems, materials and topical science
- Social Studies – understanding people, place and society in the past and present including history, geography, modern studies and business education
- Technologies - including computing science, food, textiles, craft & design, engineering, graphics and applied technologies



Curriculum Levels

There are national levels to describe different stages of learning and progress. For most children the expectation is:

- Early Level – nursery to the end of P1
- First Level – P2 to the end of P4
- Second Level – P5 to the end of P7
- Third and Fourth Levels – S1 to S3, with the fourth level broadly equivalent to SCQF level 4
- The Senior Phase - S4-S6 and equivalents in other settings, where they can continue to develop the four capacities and achieve qualifications.

Assessment

Assessment is crucial to tracking progress, planning next steps, reporting and involving parents and learners in learning. Evidence of progress can be gathered by learners themselves, and by fellow pupils (peers), parents, teachers and other professionals.

A number of approaches are employed including the following:

- Self-assessment – learners will be encouraged and supported to look at and revisit their own work, to develop a better understanding of what they have learned, and what they need to work on
- Peer assessment – learners will be encouraged and supported to work together to help others assess what is good about their work and what needs to be worked on
- Personal learning planning – children, teachers and parents will work together to develop planning for next steps in learning in our Learning Logs
- Profiles – a statement of achievements both within and out with school are completed by all children and shared in learning logs



Your child's progress is based on the learning that takes place within the classroom and in different settings out with the classroom.

Evidence of children and young people's progress and achievements will come from day to day learning and through the things they may write, say, make or do. For example evidence may emerge as a result of children and young people taking part in a presentation, discussion, performance, or practical investigation. Evidence may be captured as a photograph, video or audio clip as part of a particular learning experience.

Assessment takes place as part of ongoing learning and teaching, periodically and at key transitions.

Reporting

Reporting informs parents of progress. This will be through a range of approaches including meetings at parents' evenings, in written form, 'Learning Wall' displays and Learning Log folders.

The end of year written report will describe your child's strengths and areas for development, their progress in achievement across Literacy, Numeracy and Health and wellbeing, their progress in achievement within the curriculum levels (early, first, second, third in terms of developing, consolidating and secure as described above), their achievement in different contexts and settings, their next steps in learning and how parents can help.



THE PUPILS AND PARENTS VOICE

Personalisation and choice is one of the seven principles of curriculum design and children and young people throughout their education will have the opportunity to discuss with their teacher the context 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 through termly newsletters and parents will be invited to support the learning by sharing resources from home e.g. ration book or visit the school to share a talk.

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



THE CURRICULUM AT SCHOOL, LOCAL AND NATIONAL LEVEL

Curriculum evenings for parents are held annually and are often led predominately by the children. During these events, the children will describe and share their first-hand experience of the curriculum in school.

More local information can be found through the link above and national information from the numerous sources listed at the back of the handbook.



Through partnership working, schools plan with a variety of organisations to ensure that financial education and career information, advice and guidance is an integral part of the curriculum which provides children and young people with real and relevant learning opportunities which can be applied both in and beyond the classroom.



LIAISON WITH SECONDARY SCHOOL

Our school is part of the Arbroath Academy Cluster – 01241 438200. During the session regular opportunities are planned to allow P7 pupils and staff to liaise in effective and innovative ways. In June, our P7 pupils visit their chosen secondary schools for a two day induction programme.

The school maintains close links with *Arbroath 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.

SCHOOL IMPROVEMENT

Main Achievements

Our main achievements from last year were:

- Developing children's health and wellbeing with a particular focus on resilience
- Meeting individual needs
- Improving our school grounds for learning and play
- Creating a shared outdoor area for Playgroup and nursery in order to improve transition



IMPROVING STANDARDS

We improve our standards by:

- Undertaking learning visits and speak to children about their learning
- Seeking pupil views through a variety of questionnaires (Pupil Council, Transition, Leadership Opportunities)
- Listening and responded to the views of our Parent Teacher Partnership
- Gathering comments and feedback from parents about their children's learning through learning logs and informal conversations
- Seeking feedback from parents after Information Evenings
- Undertaking class learning visits and peer visits to other classes
- Holding termly planning meetings with staff to discuss learning and progress
- Reviewing our practice using the quality indicators from "How good is our school4"
- Participating in an Authority led Supported School Review
- Using audit tools such as "The Reading School" to review our practice
- Gathering feedback from relevant CPD undertaken
- Undertaking reviews with all staff
- Seeking feedback from Outside Agencies



School Improvement Plan

What do we want to achieve this year?

We want to:

- Ensure self-evaluation is integral to how we work
- Ensure the strategic direction and pace of change results in positive outcomes for learners
- Measure the impact of our work
- Ensure planning for progression is in place for literacy, numeracy and health and wellbeing
- Ensure we use assessment effectively
- Consistently involve Parents and Carers in shaping policy and services

HEALTH CARE

You can contact the school health staff at:

Abbey Health Centre
East Abbey Street
ARBROATH
DD11 1EN
Tel: 01241 430303



USEFUL LINKS & CONTACT DETAILS

Education Scotland's Communication Toolkit for engaging with parents –
https://education.gov.scot/improvement/Documents/Parental%20involvement/PAR2_EngagingParentsandFamiliesToolkit/par2-engaging-parents-toolkit-section3-060416.pdf

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

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

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

Parental Involvement

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

Parentzone provide information and resource for parents and Parent Councils –
<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>

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>

Broad General Education in the Secondary School – A Guide for Parents and Carers –

<https://education.gov.scot/scottish-education-system/Broad%20general%20education>

Information on the Senior Phase –

<https://education.gov.scot/scottish-education-system/senior-phase-and-beyond/Senior%20phase>

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

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

[https://education.gov.scot/scottish-education-system/policy-for-scottish-education/policy-drivers/cfe-\(building-from-the-statement-appendix-incl-btc1-5\)/Building%20the%20Curriculum](https://education.gov.scot/scottish-education-system/policy-for-scottish-education/policy-drivers/cfe-(building-from-the-statement-appendix-incl-btc1-5)/Building%20the%20Curriculum)

Information about Curriculum for Excellence levels and how progress is assessed –

<https://education.gov.scot/parentzone/learning-in-scotland/assessment-and-achievement/What%20is%20assessment,%20and%20when%20and%20how%20does%20it%20take%20place?>

Curriculum for Excellence –

[https://education.gov.scot/scottish-education-system/policy-for-scottish-education/policy-drivers/cfe-\(building-from-the-statement-appendix-incl-btc1-5\)](https://education.gov.scot/scottish-education-system/policy-for-scottish-education/policy-drivers/cfe-(building-from-the-statement-appendix-incl-btc1-5))

Transitions

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

<https://education.gov.scot/parentzone/additional-support/how%20schools%20plan%20support/Planning%20for%20transitions>

Developing creativity, employability and skills -

<https://education.gov.scot/what-we-do/Developing%20employability%20and%20skills>



Choices and changes provides information about choices made at various stages of learning –

<https://education.gov.scot/scottish-education-system/policy-for-scottish-education/policy-drivers/cfe-%28building-from-the-statement-appendix-incl-btc1-5%29/Experiences%20and%20outcomes>

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 –

<https://education.gov.scot/scottish-education-system/Support%20for%20all>

Supporting Children's Learning Code of Practice (Revised edition) - provides Statutory guidance relating to the Education (Additional Support for Learning) (Scotland) Act 2004 as amended –

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

Getting It Right For Every Child and Young Person, is essential reading for anyone involved or working with children and young people, including practitioners working in adult services with parents and carers –

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

School Improvement

Scottish Schools Online - provides a range of school information, including contact details, school roll, facilities, website, and inspection reports –

<https://education.gov.scot/parentzone/find-a-school>

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.scaqf.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 –
<http://www.legislation.gov.uk/ukpga/1995/36/contents>

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