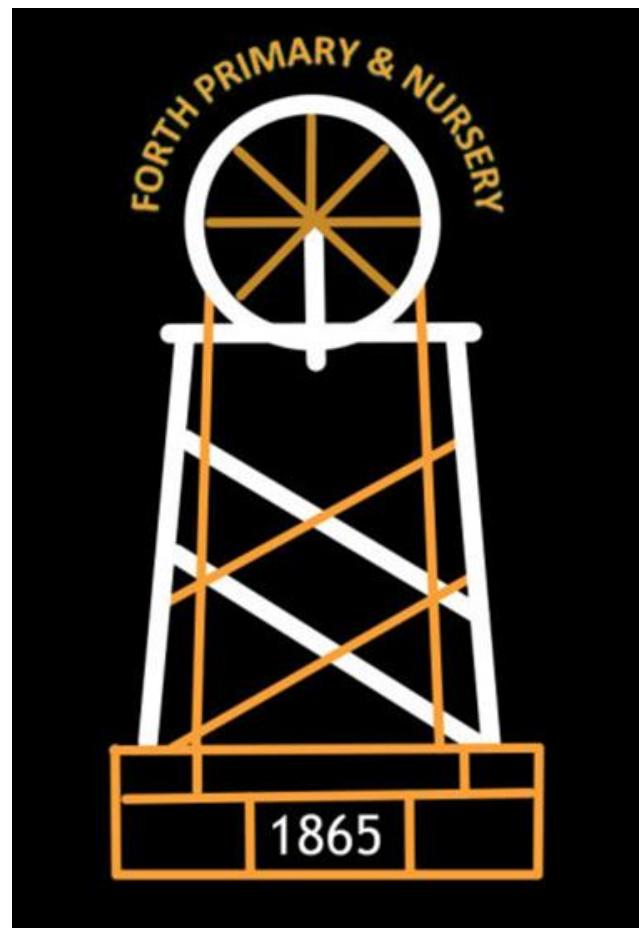


Forth Primary School and ELC

Handbook 2025



Honesty

Ambition

Resilience

Kindness

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If you need this information in another language or format, please contact us to discuss how we can best meet your needs.

Phone: 0303 123 1023 Email: education@southlanarkshire.gov.uk.

1. Introduction by the Head Teacher

Dear Parents/Carers

I would like to take this opportunity to welcome you to Forth Primary School. This handbook has been written to give you some information about Forth Primary School and ELC while reflecting the vision and values we promote across our school community.

At Forth Primary we aim to foster an ethos which makes our school a place;

- where children develop a love for learning,
- where kindness and respect for others is at the heart of what we do,
- where each individual is challenged and supported to meet their full potential,
- where people feel safe and cared for.

At Forth Primary School, all members of staff have high expectations for our pupils. The pupils themselves respond with excellent behaviour and positive attitudes in an environment where everyone is valued.

I hope this handbook will answer many of the questions which you may have about our school. Please get in touch if you would like any further information. We will be delighted to help you.

Yours sincerely



Mrs Elizabeth Steele
Head Teacher



South Lanarkshire Council is the fifth largest authority in Scotland. It covers the following main areas; Clydesdale in the south which features extensive rural areas, Cambuslang, Rutherglen, Blantyre and Uddingston to the north as well as the towns of East Kilbride and Hamilton.

The Council's Plan Connect sets out the Council's vision which is, "to improve the lives and prospects for everyone in South Lanarkshire".

For Education Resources this means delivering services of the highest quality as well as striving to narrow the gap. It is about continually improving the services for everyone at the same time as giving priority to children, young people, families, and communities in most need. The priorities for schools and services are set out in the Education Resources Plan which confirms the commitment to provide better learning opportunities and outcomes for children and young people. This is available at [Education Resources Plan 2025/26 Education and learning - South Lanarkshire Council](#)

2) About our school

Forth Primary School and Nursery
Main Street
Forth
Lanarkshire
ML11 8AE



Phone Numbers:

School 01555 811205
Fax 01555 812476
Email gw14forthpsoffice@glow.sch.uk
Website www.forth-pri.s-lanark.sch.uk

Forth Primary is one of 124 primary schools throughout South Lanarkshire Council, the fifth largest authority in Scotland. It covers the following main areas; Clydesdale in the south which features extensive rural areas, Cambuslang, Rutherglen, Blantyre and Uddingston to the north as well as the towns of East Kilbride and Hamilton. Forth Primary is one of 8 schools that make up the Carluke Learning Community.

As part of South Lanarkshire Council's investment in improving school buildings, our new school opened for pupils in 2014.

Our school pupils are between 4½ years and 12 years and are distributed between 7 classrooms. Our current role within the Primary School is 171 pupils.

Both the school and nursery are non-denominational.

3. School Ethos

Our school vision

'Our vision at Forth Primary and Nursery is that every member of our Forth Family contributes towards a safe and nurturing learning environment in which everyone is encouraged to be the best version of themselves.'

Our values

Through our core values; honesty, ambition, resilience and kindness all staff and pupils work hard to demonstrate these and encourage these values in others. Parents and carers play a very important part of school life, and we value our partnership with them. We encourage parents to become involved in all aspects of school life, so that, as partners, we can promote high standards of learning, behaviour, and attitudes to enable every child to reach their full potential.

We promote positive relationships within the school and foster an ethos, which encourages all pupils to respect themselves and others. We have high expectations of pupils, in their learning and in the way they interact with others. We expect children to work to the best of their ability, as well as behave in a courteous and sensible manner at all times. Our positive discipline program, Go for Green, is implemented throughout the school and ensures all children establish and maintain high standards of respectful and considerate behaviour through developing children's self-awareness and self-discipline.

4. Staff List

Meet our Team!

The school staffing allocation for Session 2025/26 is as follows:

Senior Leadership Team (SLT) of:

Head Teacher	Mrs Elizabeth Steele
Principal Teacher	Mrs Kirsten Griffiths
Principal Teacher (Equity)	Mrs Vicky Whyte



Our Class Teachers:

Stage	Name
P1	Mrs Sarah Andrews
P2	Mrs Claire Roberts
P3	Mrs Kaye Padkin
P4	Miss Nadia Small
P5	Mrs Karen Hutchinson/Miss Lucie Duffin
P6	Miss Angela Dunlop
P7	Mrs Vicky Whyte/Miss Lucie Duffin

CCC Cover - Mrs Maryanne Hall

Mrs Amy Crone and Mrs Rachel Frame currently on Maternity Leave.

Educational Psychologist – Mrs Claire McCaughey

Head Teacher Remit

Overall responsibility for the general running of the school and ELC. This includes ethos, curriculum, finance and personnel

Child Protection Coordinator / Health & Safety

Responsibility for development, implementation and review of the School Improvement Plan

Implement Quality Assurance programme throughout the school including tracking and monitoring and self-evaluation

Policy development and leadership of learning

Monitoring and lead role in tracking and monitoring progress from P1-7

Whole school behaviour support

Representative on Parent Council/Gala Committee

Pastoral Care of whole school and ELC

Main point of contact for community, staff and parental issues

Responsibility for liaising with external agencies

Co-ordinator for Psychological Services for Early Years

Nursery / Primary 1 transition as well as Primary/Secondary Liaison and P7 transition

Principal Teacher Remits

Deputise and assume whole school responsibility in Head Teacher's absence

Supporting the HT in attainment, achievement and learning and teaching priorities as outlined in QA calendar and SIP

ASN provision, tracking and monitoring

Leadership of ASPs / BASPs as well as supporting additional support needs transitions

Meeting needs of identified pupils through targeted support

As part of SLT support families alongside HT

Leading pupil voice and organising clubs and excursions

As part of SLT, lead role in promoting positive ethos and pastoral care as well as promoting positive behaviour initiatives and dealing with discipline issues

To ensure the day-to-day business of the school and nursery operates smoothly we have a team of support assistants. Their duties include interval and lunchtime supervision of children, classroom assistance, special needs auxiliary work and all the establishment administrative activities.

Our team is:

Team Leader	Currently vacant
Support Assistant	Mrs Elizabeth Isbister
Support Assistant	Mrs Agnes Griffiths
Support Assistant	Mrs Susan Taylor
Support Assistant	Mrs Dorothy Orr
Support Assistant	Mrs Yvonne McNeil
PEF Support Assistant	Mrs Yvonne Crawford
PEF Support Assistant	Mrs Joanne Smith
PEF Support Assistant	Mrs Clare Boyle



Our Janitor is Mr John Currie.

The school is currently cleaned by a team of 3:

Supervisor	Mrs Fiona Beith
Assistant	Mrs Lesley Ross
Assistant	Mrs Angela

The Dining Room has a cook and an assistant who provides over 100 meals daily.

Cook	Mrs Fiona Graham
Assistant	Mrs Kellie O'Neill
Assistant	Ms Pamela Kralik



Early Years

The school has an ELC that provides a learning environment for young children. Parents from any area may apply to attend the nursery class. To find out more about the ELC please contact the school. However, it should be noted that if you register your child for a nursery in a school this does not mean that they would automatically be enrolled at this school when they are ready to start primary school. All children who move from early years to primary education must register separately for school in the month of January. Registration needs to take place at the child's catchment school, thereafter a placing request can be completed for the school desired. Further information can be obtained on SLC website.

Early Years Team Leader Mrs Sharon Harkin

Early Years Practitioners:

Debbie White	Eilidh Kettles
Lynn Wilson	Carole Craig
Lianne Murphy	Lorraine Hamilton
Katie Millar	Clare Brown
Nikki Miller	Louise Shaw

Early Years Support Assistant Lynsey Smith



5. Attendance

Encouraging School Attendance

We believe that regular school attendance is key to raising attainment and achievement. It's a shared responsibility among parents/carers and the school to emphasise the importance of attending school. For your convenience, school holiday dates and in-service dates can be found on the council's website: www.southlanarkshire.gov.uk.

Every effort should be made to ensure that your child attends school during term time. Please contact the school as soon as possible if your child is unable to attend school. It is important for the school to work with parents/carers in encouraging children to attend school. All absences are required by law to be recorded. Absences will normally fall under two categories – authorised or unauthorised absence. In cases where your child is unable to attend school parents are asked to:

Enter absence reporting procedure here for your school.

Example – If your child is unable to attend school you are asked to let us know by xx on the first day of absence.

If you know they have a hospital/dental appointment, please let us know in advance.

Requests for your child to be absent from school to make an extended visit to relatives either in the UK or overseas must be made in writing to the head teacher, detailing the reason, destination and duration of absence and arrangements for their continuing education. On these occasions the pupil will be marked as an unauthorised absence.

Parents may request that their children be permitted to be absent in order to celebrate recognised religious events. Advance notice should be provided to the school when children will be absent. Appropriate requests will be granted, and the pupil noted as an authorised absentee in the register. (See section 7).

Family Holidays During Term Time

Family holidays taken during school term time will be recorded as unauthorised absences in line with Scottish Government and South Lanarkshire Council policy. The school is not required to provide work during this period, and parents are asked to avoid arranging holidays that disrupt their child's learning.

Emergency Information

We strive to keep the school open during term-time. However, there may be instances such as severe weather or power failures that could affect the school day. In such cases, we will inform you as soon as possible through text messages and our social media channels.

Severe Weather Protocol

In the event of severe weather like snow or heavy frost, if the school cannot open at the usual time, we will delay the start until 10 am. Notifications will be posted on social media and the council's website.

Communication

The Council's website, www.southlanarkshire.gov.uk, will provide updates on school closures or delays including further information about the next school day.

Things we need you to do:

- It is important for parents/carers to let the school know of any change to your mobile/home phone number and change of address.
- If for any reason, you are unsure if the school is open visit the website at www.southlanarkshire.gov.uk or email: education@southlanarkshire.gov.uk

6. Parental Involvement and Parent Councils

Parents and carers play a vital role in their child's learning. Research shows that when families are involved, children do better at school and beyond. South Lanarkshire Council values parents as partners and works closely with schools to make this happen.

Why Parental Involvement Matters

- Strong partnerships help schools understand children's needs and help parents feel informed and supported.
- Parents can reinforce learning at home, making schoolwork more meaningful and connected to everyday life
- Parental involvement can help children develop a love of learning and resilience when facing challenges
- When parents work with school and take an interest in learning, children often achieve more academically and feel more confident.

Our Commitment

We want parents and carers to:

- Feel welcome and involved in school life.
- Be well informed about their child's learning.
- Have opportunities to support learning at home.
- Share views and take part in discussions about education.

Parent Forum and Parent Council

- Every parent with a child at school is part of the Parent Forum.
- Each school has a Parent Council, a formal group that represents parents' views and works with the school to improve learning and experiences.

Connect – Supporting Parent Councils

All Parent Councils in South Lanarkshire are members of Connect, Scotland's national organisation for parent groups. Connect offers:

- Free training and advice for Parent Councils.
- Resources and guides to help parents support learning.
- Insurance cover for Parent Council activities. Find out more at <https://www.connect.scot>.

Other Helpful Resources

- Parentzone Scotland – Practical advice and information about learning, additional support needs, and how to get involved: [Parentzone Scotland | Education Scotland](https://parentzone.scot)
- National Parent Forum of Scotland – Guidance and updates for parents: <https://www.npfs.org.uk>.

Getting Involved

Interested in joining the Parent Council or helping in school? Contact your school office or visit the Council website for details.

7. The Curriculum

Curriculum for Excellence is the name given to the curriculum in Scotland for all children and young people aged 3-18. It is forward looking, coherent, flexible and an enriched curriculum that provides young people with opportunities to engage with the knowledge, skills and attributes they will need to flourish in life, learning and work.

The curriculum places learners at the heart of education and at its centre are four fundamental capacities - successful learners, confident individuals, responsible citizens, and effective contributors. It includes all of the experiences that are planned for children and young people to support the development of their skills, wherever they are being educated, for example in the family and community, pre-school centre, nursery, and school.

In taking this forward our school will work closely with South Lanarkshire Education Resources and other services to enrich the curriculum, to provide the best possible education for all children and young people. We wish you to feel confident that your child is encouraged and supported to develop their literacy, numeracy and other skills whilst they attend our school. The curricular areas are as follows:

- Expressive arts
- Languages and literacy
- Health and wellbeing
- Mathematics and numeracy
- Religious and moral education
- Science
- Social studies
- Technologies

If you want to know more about Curriculum for Excellence, please visit [Scotland's Curriculum for Excellence \(scotlandscurriculum.scot\)](http://scotlandscurriculum.scot)

Our learning and teaching activities are based on the outcomes and experiences in the guidelines that all schools have for Curriculum for Excellence.

Level	Stage
Early	The pre-school years and Primary 1 or later for some.
First	To the end of Primary 4, but earlier or later for some.
Second	To the end of Primary 7, but earlier or later for some.

Curriculum for Excellence has brought significant changes to the delivery of the curriculum through active learning approaches, play pedagogy and the development of teaching styles and skills. Curriculum for Excellence has **four capacities**, which we will be teaching towards -

Successful Learners	Confident Individuals
To achieve this we must provide opportunities for learning and teach how to think creatively and work independently.	This will be achieved by ensuring children develop a sound knowledge base and are encouraged to explore and research personal or specific ideas in order that they can speak confidently and develop informed opinions.
Responsible Citizens	Effective Contributors
We must continue to develop enterprising opportunities so that our children are creative, communicate well and have a good understanding of their world, but especially of the community, they live in. They need to learn about relationships, consequences and responsibility in order that they can make a difference and improve their chances.	We need to teach about the world of work and help them develop the skills they will require to be successful during their working life. They need to understand the need for good communication, leadership qualities and creativity.

Approaches to learning

We use a variety of different approaches to teaching and learning to engage our pupils. **Active learning** is part of daily teaching and learning in our school where children are actively engaged in all aspects of their learning across all curricular areas. Activities are designed to stimulate, motivate and appropriately challenge our pupils. Relevant links are made across curricular areas and to real life contexts to make learning more meaningful. Play pedagogy is embedded in lower primaries and features on our school improvement plan this session. Learning through play is carefully organised to ensure a range of child led, teacher led and teacher-initiated experiences.



Interdisciplinary learning

Interdisciplinary learning allows topics to encompass other curricular areas and for knowledge and skills learned in one curricular area to be applied in another. This year our class topics have been Titanic, France, Scotland and The Victorians to name a few. Learning in these topics makes links to numeracy, literacy, art and design, science and social subjects.

ICT

As a school we use **ICT across the curriculum** which involves using different types of technology to engage learners and provide different ways of learning. We are well resourced and have PCs, iPads, chrome books, laptops and interactive whiteboards.

Outdoor Learning

We take advantage of our beautiful, local, rural surroundings and embrace **Outdoor Learning**. All of our pupils make good use of the polytunnels at the rear of our school providing children with real life opportunities to learn about sustainability, climate change, growing and food technology. This session our Primary 6 children have been working in partnership with Levenseat to learn more about outdoor learning and what that looks like on our context at Forth. Mr Currie, our janitor works in partnership with classes to support quality experiences in the outdoors to enhance our playground and school. This work is based in the outdoors, centred around our polytunnels and gardens and provides

children with space and time to learn new skills and engage in opportunities to promote health and wellbeing. This, for many of our children, is the highlight of the school week where high levels of motivation and participation can be seen from all pupils.



Health and Wellbeing's Relationships, Sexual Health and Parenthood Programme (RSHP)

Our local authority is committed to the provision of quality sex education in accordance with National Guidance and we have a programme of progressive learning in place for all pupils. This will form a key element of our personal, social and health education and will provide knowledge and understanding of the nature of sexuality and the processes of human reproduction within the context of relationships based on love and respect. All parents have the right to withdraw their children from RSHP lessons. Please notify the school in writing if you wish to do so, a letter will be issued to all pupils before any work on this begins in the classroom.

Our programme for RSHP covers:

Early years of primary school:

Awareness of the ways in which bodies grow and change

Uniqueness of their body

Where living things come from

Family and special people who care for them

Middle stages:

Exploring changes in the body

How human life begins

Being part of a family

Dealing with bullying situations



Upper stages:

Physical and emotional changes at puberty

Body image and self worth

Understanding of own developing sexuality

Developing an awareness of gender identity

Changing nature of friendship

Dealing with sexual feelings

Menstruation, pregnancy and birth



Home Learning

We believe that children learn best when parents, the school and children work together in partnership. A parent survey was completed to gain their views on homework. A full report on this survey can be found on our school app. Following the survey, a plan was put in place outlining what would be expected in terms of homework at each stage within the primary sector.

This is what was agreed:

<u>Stage</u>	<u>Type of Homework</u>	<u>Frequency</u>
Primary 1	Reading Phonics (Sounds) Number bonds to 10	4 times per week 4 times per week 4 times per week
Primary 2	Reading Phonics (Sounds) Number bonds to 10	4 times per week 4 times per week 4 times per week
Primary 3	Reading Tricky Word Trains Written work—this could be maths, phonics or topic based.	3 times per week 3 times per week Once per week
Primary 4	Reading Written work—this could be maths, reading, spelling or topic based.	3 times per week Once per week
Primary 5	Reading Written work—this could be maths, reading, spelling or topic based.	Twice per week Once per week
Primary 6	Reading Written work—this could be maths, reading, spelling or topic based.	Twice per week Once per week
Primary 7	Reading Written work—this could be maths, reading, spelling or topic based.	Twice per week Once per week

Homework plays an essential part in this and provides a valuable opportunity to:

- Share learning experiences and transfer new skills
- Involve parents and family in their child's learning
- Consolidate and extend recent learning experiences
- Develop organisation skills, study skills and independent work
- Make personal choices to suit preferred learning styles

Number bonds, tables and the language of maths become embedded in our memories with constant repetition. It makes sense then for children to bring home these memorising activities. The more they do them the quicker and more confident they become.

Likewise, spelling needs to be done repeatedly to fix in minds the rules for sounds and the shapes of words.

Children use their phonics knowledge as well as visual clues to learn to read. Reading with your child and discussing the text is very important at this early level.

Spiritual, social, moral, and cultural values (religious observance)

Our development of pupils' spiritual, social, moral and cultural values is structured within our curricular programme for Moral and Religious Education and in our policies for Religious Education and Religious Observance.

Education Resources has produced guidelines on Religious Observance Policies and these are available in all establishments. Under the terms of the Education (Scotland) Act 1980, parents / carers have the right to ask for their children to be withdrawn from religious observance and / or religious and moral education. If a pupil is withdrawn, we will make suitable arrangements for the pupil to participate in a worthwhile activity, in consultation with parents. If parents have any concerns about religious observance, they should approach the head teacher to discuss their concerns.

Parents may also request that their children be permitted to be absent in order to celebrate recognised religious events. Advance notice should be provided to the school when children will be absent. Appropriate requests will be granted and the pupil noted as an authorised absentee in the register.

Religious Education

Religion has shaped the history and traditions of Scotland and continues to have an influence on national life. The school programme is structured under three categories: Christianity, Other World Religions and Personal Search.

Our children are given knowledge of Christianity and other world religions. They will be encouraged to develop an understanding and respect for other faiths. At present these are Islam and Judaism. They will be encouraged through Personal Search to look for answers to questions about values and the meaning and purpose of life.

Moral Education permeates the whole school ethos. We hope to promote common values such as honesty, justice, fairness, liberty and a respect for others throughout the curriculum.

We provide opportunities for our pupils to reflect on, value other society's behaviour and attitudes, and develop the common values, which would lead to being good citizens of their own community and the global world.

Religious Observance

We gather together regularly for whole school assemblies. Our nursery children join most weeks.

We feel that these times not only provide for all stages to come together as a community but contribute to the whole school ethos where people are rewarded and valued for a variety of actions as well as improving on their personal behaviour and effort.

8. Assessment and Tracking

Assessment is an integral part of day to day learning and teaching for children and staff. Assessment is vital to ensure children are progressing in a challenging and progressive way, assessing not just what they know but how that knowledge and skills is applied. Assessment is a tool used by teachers to plan and prepare programmes of study and learning activities that challenge and extend children's' knowledge. It also allows teaching staff to evaluate the effectiveness of their teaching and the resources that they use.

Throughout all learning activities children will always:

- Know what they are learning, why they are learning it and how they can be successful,
- Be given feedback on how well they have done and what they can do to make it better,
- Be involved in the decision making process of their next steps in learning.

As a school, we use a variety of formative assessment techniques on a daily basis to help inform next steps for all children. We carry out regular summative assessment to allow pupils to build a portfolio of evidence of achievement of a level within Curriculum for Excellence.

Tracking learners' progress

Forth Primary School tracks all learners' progress across core curricular areas of literacy and numeracy. This allows us to have a clear understanding on how well learners are progressing. It enables next steps in learning to be identified and informs the planning and reporting process while ensuring appropriate support and challenge are in place for all pupils.

9. Reporting

We will provide parents one formal, written report throughout the school session so that you can track and monitor your child's progress in school and work in partnership to support their next steps. In addition, there will be one informal 'Meet the Teacher' afternoon and two parents' meetings across the session which offer you the opportunity to discuss how your child is progressing. As well as these opportunities to hear how your child is progressing there will be informal feedback provided throughout the school session in the form of social media updates, assemblies and opportunities to share pupil achievements.

Our 'learner reports' will help you to get to know more about the curriculum which each child follows and will describe their strengths, achievements, and areas for development so you know what encouragement and support you can give.

We welcome any comments or additional information from parents to help us provide the best possible education for your child.

10. Enrolment and Transitions

Enrolment – how to register your child for school.

To register your child for school you should complete our online registration form. This can be done using the South Lanarkshire website.

www.southlanarkshire.gov.uk/info/200186/primary_school_information/392/enrolling_your_child_for_school

If you have any difficulty in identifying your catchment school, please email
Edsuppserv.helpline@southlanarkshire.gov.uk

The online registration form will ask you to provide each child's full birth certificate and two pieces of recent official documentation both containing your permanent home address for example a utility bill, council tax statement, housing rent card, child benefit documentation.

Proof of where the child lives may also be needed.

If your child is due to start school in August 2026, you can enrol online from Monday 5 January 2026. Your catchment school will contact you between Monday 12 and Friday 16 January 2026 to confirm your enrolment.

If your child attends the nursery of your catchment school, please do not assume that they will automatically be transferred. You must register them as normal at the school that is in the catchment area for your home address

If parents want their child to go to another school, they must enrol in the first instance with their catchment school and intimate that they wish to make a placing request. An online placing request form should then be completed. This is available from the SLC website –

www.southlanarkshire.gov.uk or by contacting edsuppserv.helpline@southlanarkshire.gov.uk or phone **0303 123 1023**.

Change of School/Placing Request

Normally children attend the school in their catchment area. However, there are times when parents may wish their children to go to other schools. If you wish your child to go to another school, then you may make what is known as a 'placing request'. If you live in South Lanarkshire and decide to submit a 'placing request', we are unable to reserve a place in your catchment school until the Council have made a decision on the 'placing request'. Please note if your 'placing request' application is unsuccessful and all places at your catchment school are filled you will be offered a place at the next nearest appropriate South Lanarkshire School.

Please note that if an application for a 'placing request' is successful then school transport is not provided.

If you move outwith your catchment primary school a 'request to remain form' must be completed. If you move outwith your catchment primary, this may affect your right to transfer to the associated Secondary School. Please note the secondary school is determined by the pupil's permanent home address and chosen denomination. If you require further information, please contact Education Support Services on edsuppserv.helpline@southlanarkshire.gov.uk or **0303 123 1023**.

Transition from primary to secondary school

Pupils normally transfer from primary to secondary school between the ages of 11½ and 12½, so that they will have the opportunity to complete at least 4 years of secondary education. Arrangements are made by the school to transfer children to the associated secondary school as determined by their home address. Parents of P7 children will be informed of the transfer arrangements made for their child to attend secondary school.

We will also provide you with information at this time on events designed to support P7 children before they move on to secondary school.

11. Support for Pupils

Getting it right for every child.

Getting it right for every child (GIRFEC) supports families by making sure children and young people can receive the right help, at the right time, from the right people. The aim is to help them to grow up feeling loved, safe, and respected so that they can realise their full potential.

Most children and young people get all the help and support they need from their parent(s), wider family, and community but sometimes, perhaps unexpectedly, they may need a bit of extra help. GIRFEC is a way for families to work in partnership with people who can support them, such as teachers.

If you have any concerns about your child's wellbeing, you can speak to the named person who will work with you to provide support and decide how to move forward. Your school will let you know who this is. It is likely to be the Head Teacher in a primary school and a principal teacher (pupil support) in Secondary.

More information can be found on:

www.scotland.gov.uk/gettingitright

Support for All (Additional Support Needs)

Forth Primary School and Nursery is committed to ensuring all children are supported throughout their time here. In so doing, we believe that children can then go on to successful experiences in their Secondary School lives and beyond.

We consider carefully how our arrangements for meeting the needs of all learners, including potentially vulnerable groups, are addressing barriers to learning. This includes identifying the needs of, and providing support and challenge for, groups and individuals who may have additional support needs arising from, for example, the learning environment, family circumstances, disability or health needs or social and emotional factors. Children and young people will be considered to have additional support needs in education where, for whatever reason, they are unable, without the provision of additional support, to benefit from the school education provided. Additional support is described in the Additional Support for Learning Act as provision which is additional to, or different from, the educational provision made generally for children and young people of the same age in educational establishments.

In summary, if a child needs extra help or support in addition to that which is normally provided in school they can be said to have 'additional support needs'.

Children may need additional support for a short or long period of time and for a variety of reasons. The reasons can include:

- Social or emotional needs;
- Problems at home;
- Being looked after (under a supervision order from the Children's Panel);
- A specific learning difficulty, such as dyslexia;
- Being particularly gifted;
- A physical disability;
- Behavioural difficulties;
- Bullying or being bullied;
- A sensory impairment or communication difficulty;
- Being a young carer or parent;
- Having English as a second language.

In line with the requirements laid out in the Education (Additional Support for Learning) (Scotland) Act 2004 and Education Resources Operating Procedure A28, Forth Primary and Nursery promote partnership working as an essential part of meeting the needs of all learners who may require additional support.

Forth Primary works with a wide range of agencies and professionals, including:

- Integrated Children's Services;
- Social Work Resources;
- Educational Psychologist;
- Child and Adolescent Mental Health Service (CAMHS);
- Speech and Language Therapy;
- Occupational Therapy;
- Physiotherapy;
- Home School Partnership Worker;
- Extended Community Team (including Specialist Support Teacher);
- Behaviour Support (including external provisions);
- Child Protection Officer;
- Covey Befrienders;
- Staff from Carlisle High School Learning Support.

The Head Teacher is responsible for:

- Coordinating support and working with all agencies to ensure a joint assessment process and so produce a single, shared assessment for all learners with additional support needs;
- Multi-agency planning, paying particular care at points of transition and major change, such as moving from stage to stage, changing schools or leaving school.
- South Lanarkshire Education Resources have published a series of leaflets available, which cover information for parents and carers about the Additional Support for Learning Acts.

Enquire is funded by the Scottish Government to provide information on the framework for supporting children who require additional support for learning and to encourage positive partnerships between families, schools, and local authorities to ensure children get the right support.

Enquire – the Scottish advice service for additional support for learning.

Enquire offers independent, confidential advice and information on additional support for learning through:

Phone Helpline: 0345 123 2303

Address: Enquire
Children in Scotland
Rosebery House
9 Haymarket Terrace
Edinburgh
H12 5EZ

Email Enquiry service: info@enquire.org.uk

Advice and information is also available at www.enquire.org.uk

Enquire provides a range of clear and easy-to-read guides and fact sheets including the parents' guide to additional support for learning.

If you would like to order our leaflets, postcards or guides to share with parents and carers of pupils in your school, please contact us on info@enquire.org.uk

Attachment Strategy for Education Resources

Attachment – what we do to support children and young people

South Lanarkshire Council Education Resources is committed to improving outcomes for children and young people by creating emotionally supportive learning experiences in our nurseries and schools.

The Education Resources Attachment Strategy supports the action in the 'Getting it Right for Every Child in South Lanarkshire's Children Services Plan 2021-23', following the launch of the Attachment Strategy in 2020, to provide staff training in Attachment and Trauma based practice.

What does it set out to do?

The aim of the strategy is to promote better experiences of attachment for South Lanarkshire's children and young people and to ensure that all education practitioners understand the importance of attachment theory and its application and how positive relationships can make a difference to outcomes.

How can I find out more?

South Lanarkshire Council Education Resources have published a series of leaflets and posters for establishments and for parents/carers which aim to share information on attachment theory and on how this informs the ways in which we support children and young people.

These are available in schools and on the SLC Staff Learning Centre Sway accessible by teachers and staff.

Promoting Positive Relationships and Understanding Distressed Behaviour (PPRUDB)

PPRUDB is South Lanarkshire's framework for understanding and managing behaviour in schools. It emphasises that all behaviour is a form of communication, often indicating unmet needs, and stresses the importance of building positive relationships as a fundamental skill for teachers and a preventive approach to distressed behaviour. The guidance aligns with key Scottish Government policies and legislation and supports the development of safe, inclusive, and nurturing school environments.

Children and young people who feel safe, healthy, respected, and included are more likely to develop self-confidence and resilience. South Lanarkshire Council's attachment-informed, trauma-sensitive approach, aims to create a secure base and safe haven to reduce the impact of adverse childhood experiences. School staff recognise that distressed behaviour can stem from disrupted attachment, anxiety, and other complex needs, including neurodevelopmental conditions and limited communication skills.

When incidents of distressed behaviour arise in schools, staff will use a range of strategies to de-escalate situations and prevent re-occurrence. Strategies include structuring the environment with consistent routines and quiet areas, adapting communication to accommodate speech and sensory needs, and building positive relationships based on shared values. Setting clear limits with dignity, active listening, and inclusive teaching practices support behaviour management. Planning for transitions and using support plans like Additional Support Plans (ASPs) and Behaviour Assessment and Support Plans (BASPs) assist in addressing individual needs.

Each educational establishment should use the PPRUDB framework to develop and implement a relationships and behaviour policy through consultation with staff, pupils, and parents, reviewing it every three years.

Further information is available from the Headteacher of the establishment your child attends.

12. School Improvement

Following a period of self-evaluation with regards to pupil attainment and school improvement every session Forth Primary School and Nursery produces a School Improvement Plan highlighting the areas the school will focus on the following session. This plan is then worked on throughout the following school year and reviewed and reported on in the school's annual Standards and Quality Report.

This session we are focusing on three priorities across the school and nursery:

Raising Attainment in Writing

Increased Opportunities for Pupil Target Setting

Ensuring Equity and Equality

Our School Improvement Plan and Standards and Quality Reports can be found on our school website which can be accessed from <http://forthps.schoolwebsite.scot/>

Pupil Equity Funding (PEF) is allocated to Forth Primary based on the number of pupils who are free meal entitled. These funds will be used to help us raise attainment in literacy and numeracy across the school.

13. School policies and practical information

School/Nursery Meals

Nursery class –

All children (over two years old) attending a local authority nursery will be provided with a free lunch.

Nursery lunches and snacks are based on nutritional requirements from the NHS "Setting the Table" guidance.

Nursery age children will also receive milk and a healthy snack free of charge under the Milk and Healthy Snack scheme 2021. This will be provided by the establishment.

Primary pupils

Healthy eating is something that the school supports, and a range of meals are available at lunchtime that meet the Nutritional Requirements for Food and Drink in Schools (Scotland) Regulations 2020

All primary schools run a Breakfast service from 8.15am to 8.45am with pupils being offered a selection of toast, cereal or fruit along with a cup of milk.

For their lunch each day pupils have the option to choose from two hot meal options (one being vegetarian option) plus a sandwich selection everyday.

All meals also come with fresh chilled drinking water, vegetable choice, salad selection, seasonal fruit and depending on the day - soup or a dessert.

Milk will be available for those pupils entitled to free school meals through the free school meal eligibility scheme at morning break or lunchtime.

Pupils in:

Primary 1 - 5 receive a free school lunch.

Primary 6 - 7 meal cost is £2.62

School lunches and milk can be paid for through your Parentpay account or Paypoint facilities in local shops.

NB School Meal prices are reviewed annually and may be subject to change

Adapted diets

If your child within Nursery, Primary or Secondary requires an adapted diet for medical reasons please speak to the school/nursery office who will provide the request form for you to complete. In addition, if you have a halal or vegan diet request for your child, please speak to the school office who will provide you with a request form.

Free School Meals

Children of parents who receive the following benefits are entitled to a free lunchtime meal for their child:

- Income Support
- Income-based Job Seeker's Allowance
- Income-based Employment and Support Allowance
- Scottish Child Payment (P6 and P7 pupils)
- Support under Part VI of the Immigration and Asylum Act 1999
- Universal Credit (and your earned income is less than £850 as assessed by the Department for Work and Pensions in the assessment period immediately preceding the application for free school meals)

If you are in receipt of Housing Benefit and/or Council Tax Reduction from us there is no need for you to apply online, we will use the information we hold to automatically award free school meals (P6 to S6) and/or school clothing grants (P1 to S6) to eligible families.

We would encourage parents of children who are in receipt of any of the above benefits to take up this opportunity of having a meal provided for their child when they are at school. Arrangements are in place to ensure anonymity is protected of children who receive free meals and we encourage all children to remain in school at lunch time.

Further information can be found at [Free school meals - South Lanarkshire Council](#) or by accessing the QR below -



The school operate a Breakfast Club every day from 8:15am. This is free of charge and open to all pupils from P1-P7. As well as the Breakfast Club which is held in the canteen area of the school there is also 'toast to go' available every morning in the playground from 8:45am.

School uniform

We ask all parents/carers to support the school by encouraging your child(ren) to adhere to the agreed dress code and the wearing of our school uniform. The wearing of a school uniform helps promote the identity of the school in the local community and helps create an ethos of sharing and pride in the school.

In addition, the wearing of a uniform helps towards increasing the protection of all pupils. The wearing of a uniform helps staff and the pupils to distinguish between who belongs to the school and those who may be visitors. This enables staff to approach and identify visitors more readily and helps in trying to offer a safer environment for pupils and teachers alike.

Equality of opportunity is an important aspect of the life of the school. Any proposals on the dress code and on what constitutes the school uniform will be the subject of discussion with the Parent Council and where appropriate consultation with parents, pupils and staff.

Our uniform consists of:

- White shirt and tie
- White Polo shirt
- Black school sweatshirt with logo
- Black/Grey trousers or skirt

Our Nursery also has a uniform which was requested by many parents.

This consists of:

- Yellow polo shirt with logo
- Red Sweatshirt with logo

There are forms of dress which are unacceptable in all schools such as:

- the wearing of football colours
- clothing with slogans that may cause offence (anti-religious, symbolism or political slogans)
- clothing which advertises alcohol, tobacco, or drugs
- clothing which can be deemed unsuitable in terms of health and safety grounds such as shell suits, combat style clothing, dangling earrings, loose fitting clothes particularly in practical classes.
- articles of clothing that could be deemed to inflict damage on other pupils or be used by others to do so.
- footwear that may damage flooring.

Allergies

Many children in our schools have allergies, and it is crucial for parents to keep the school informed about these conditions.

Health Care Plans

- Allergies can manifest at any time with symptoms ranging from mild to severe.
- Children with moderate to severe allergies often have a Health Care Plan from the NHS, detailing symptoms and interventions.
- Parents must share this plan with the school and provide updates as necessary.

Mild Symptoms

- Even without a Health Care Plan, parents should regularly update the school on any new triggers, medications, or actions required.

Employee Training

- School staff need to know your child's symptoms, treatments, and actions required to prevent exposure and minimise the risk of reactions.
- Employees receive training on allergies and will consult with parents and the NHS for any additional specialist training needed.

Policy Adherence

- In supporting children and young people with allergies, school staff will follow South Lanarkshire Council's Safe Systems of Work, risk assessment process, and national guidance on the administration of medicines.

Mobile Device Policy

- Our school follows South Lanarkshire Council guidance on mobile device use, which is rooted in Scottish Government policy. Mobile technology can support learning and communication, but it can also disrupt lessons and affect wellbeing if misused. To maintain a safe, respectful, and inclusive learning environment, pupils are expected to use mobile devices responsibly and in line with school rules.
- Devices should not be used during class unless specifically permitted for learning purposes.

At Forth Primary School we believe that the development of mobile technologies and ICT has great benefits to pupil learning. We widely encourage and promote the use of desktop computers, chrome books and iPads across all stages in the school to support pupil learning.

However, there are implications when pupils bring their own devices to school; from protecting expensive devices and equipment from loss or damage to them being used within the school day.

This policy has been devised to safeguard the privacy and security of all staff and pupils in Forth Primary School regarding the use of mobile phones* in school grounds.

- Where at all possible no mobile phones* should be brought into school. That way there is no risk of loss or damage to personal equipment.
- If a pupil must bring in a mobile phone* for use before or after school, the device must be placed in the school bag, before entering the school grounds and remain there, switched off until they are out of school grounds at the end of the school day. This will remain the case during after school clubs, school outings and residential visits.
- Phones* should not be used for any reason on school grounds. Should contact between home and school need to be made this should be done through the school office.
- If a pupil is found to be in possession of a mobile phone* during the school day it will be removed and taken to the school office where it will remain until a parent/carer can collect it.
- The school cannot accept any responsibility to any damage or loss to a mobile phone*. These are brought into the school building at the owners' risk.

*this includes but is not limited to smart watches, iPod and iPad devices.

- The policy has been developed in consultation with pupils, parents, and staff to balance the benefits of technology with the need to minimise distractions and protect privacy. We ask parents to support this approach by reinforcing responsible use at home and ensuring that devices are used appropriately.

Support for parent/carers

Clothing grant

In certain circumstances the Council provides support to parents/carers for the purchase of school wear. This also now includes nursery children aged 3 and 4 years old.

Eligibility criteria and online applications can be found at www.southlanarkshire.gov.uk.

Or via this link [Clothing grants - South Lanarkshire Council](#)

Should you require further information, or you are unable to submit an application online then please contact the helpline number **0303 123 1011** (option 5).

School hours/holiday dates

Opening	9.00 am
Interval	10.30 am - 10.45 am
Lunch	12.30 pm - 1.15 pm
Closing	3.00 pm

School holiday dates and in-service dates are available from the website
www.southlanarkshire.gov.uk

Transport

School transport

South Lanarkshire Council's mainstream school transport policy provides transport for primary school pupils who live one mile or more from their catchment primary school by the shortest safe walking route.

More details on school transport can be found at the following link including the online application form:

https://www.southlanarkshire.gov.uk/info/200186/primary_school_information/545/school_transport

If you consider your child to be eligible you should complete the online application form. Forms should be submitted before the end of March for those pupils starting school in August to enable the appropriate arrangements to be made.

A privilege transport scheme is operated on mainstream school contracts where a pupil is not entitled to free school transport. Privilege Transport will only be provided where there is a space on an existing school contract and will be from and to designated pick-up and drop-off points. It will not be provided where a service bus is used on the school run. Any spare capacity will be allocated using agreed priorities.

A new application must be made each year.

More details on Privilege school transport may be found here:
https://www.southlanarkshire.gov.uk/info/200186/primary_school_information/784/privilege_transport_to_school

Pick-up points

Where school transport is provided it may be necessary for pupils to walk a certain distance to the vehicle pick-up point. Walking distance in total, including the distance from home to the pick-up point and from the drop-off point to the school in any one direction, will not exceed the authority's distance limit for school transport.

It should be noted that it is the parent's responsibility to ensure their child behaves in a safe and acceptable manner while travelling in and alighting from the vehicle. Misbehaviour can result in your child losing the right to school transport.

Parents are asked to note that South Lanarkshire Council does not provide transport for those pupils who attend school via a placing request.

The children from the villages of Wilsontown and Lower Throughburn are transported daily to Forth Primary.

Mainstream School Transport contact details:

e-mail: school_transport@southlanarkshire.gov.uk

Tel: 0303 123 1023

Insurance for schools – pupils' personal effects

South Lanarkshire Council is concerned at the level of claims being received for loss or damage to pupils' clothing or personal effects. Parents are asked to note the Council's position in terms of insurance for pupils' personal effects:

Theft/loss of personal effects

Insurance for Pupils' Personal Effects

South Lanarkshire Council has noted an increase in claims for loss or damage to pupils' clothing and personal effects. Please be aware of the Council's insurance policy regarding pupils' personal items:

Insurance for Pupils' Personal Belongings

Personal Items

- The Council cannot accept responsibility for the loss or theft of personal belongings, including mobile phones, tablets, or other valuables. These are brought to school at the pupil's and parents' own risk.
- To reduce the chance of loss, please avoid sending expensive or unnecessary items to school.
- School staff are not permitted to look after pupils' personal belongings.
- This policy also applies to musical instruments and equipment used for school activities. If these items are left at school, it is at the pupil's and parents' own risk.
- For valuable items such as musical instruments, parents should make sure they are covered by their own household insurance.

Clothing

- The Council will only consider claims for damage to pupils' clothing if the damage was caused by negligence on the part of the Council or its employees.
- Claims for any other reason cannot be accepted by the Council's insurers.

Promoting positive behaviour

It is the responsibility of staff within the school to ensure that parent council members, parents and pupils are involved in the creation of a positive school ethos that encourages good behaviour.

Equally, the school whilst trying to promote positive behaviour must support young people should incidents or bullying occur. Parents have a significant role to play in working with the school so that teachers, parents and pupils know what is expected of them in trying to change the behaviour and attitudes that contribute to bullying behaviour.

Our approach is to create an environment where better behaviour will encourage better learning. The school, along with the support of parents, can work together to create a learning environment which young people can enjoy and feel safe.

Incidents of bullying should be reported to the school immediately so that each alleged incident can be looked at. Together we can work towards creating a safer school for children and staff.

In addition, a guideline (Promoting Positive Relationships and Behaviour) has been produced to support all teaching and support staff and inform them of their roles and responsibilities in respect of dealing with the small number of children and young people who display challenging behaviour. Early identification is crucial so that intervention can be provided to support children and young people to help them address their issues and concerns. Staff training is provided to help develop the skills needed to respond to and manage challenging behaviour. A wide range of appropriate staff development opportunities has been developed for this purpose.

Child Protection

All staff in educational establishments in South Lanarkshire Council receive an annual Child Protection update and are required to follow the advice and guidance contained within relevant Education Operating Procedures. They must also complete a mandatory Learn on Line Course "Child Protection in Education".

South Lanarkshire's children's services partnership works together to support children, young people, and their families so that children grow up in communities where they are safe, healthy, active, achieving, respected, responsible and included, and have the opportunity to achieve their full potential. They are committed to continuously improve our services to ensure children, young people and their families get the right support at the right time.

Sometimes children and young people need additional help to make sure that they are "*cared for and protected from abuse and harm in a safe environment in which their rights are respected*" (CPC South Lanarkshire Child Protection shared vision). The Child Protection Committee has the overarching responsibility to ensure that agencies individually and collectively work to protect children and young people as effectively as possible.

All staff have a responsibility to report any suspicions that a child has been abused or is at risk of harm, abuse, or neglect. Robust procedures and guidance are in place to support education staff to: -

- be alert to signs that a child may be experiencing risks to their wellbeing,
- report concerns to the head of establishment or the child protection coordinator without delay.
- be actively engaged in support and protection and development of wellbeing.

If you would like more information, or have a concern of a child protection nature, please contact the head of the educational establishment which your child attends.

The Child Protection Committee's website has a range of useful information for parents/carers to help them keep their children safe. www.childprotectionsouthlanarkshire.org.uk

Our Commitment to Children's Rights

In line with the United Nations Convention on the Rights of the Child (UNCRC), our school is committed to respecting and promoting every child's rights. We believe that children have the right to

express their views on matters that affect them, and we will actively listen and take these views into account when making decisions.

To achieve this, we will:

- Create opportunities for pupils to share their opinions through class discussions, pupil councils, and consultation activities.
- Ensure that decisions about school policies and practices consider the voice of the child.
- Promote an inclusive, rights-respecting environment where every child feels valued and heard.

This approach supports our aim to empower learners, strengthen partnerships with families, and uphold equality and participation for all.

General Data Protection Regulation as supplemented by the Data Protection Act 2018 (GDPR)

Information on pupils, parents and guardians is held by the school to enable the teaching, registration, and assessment of pupils as well as associated administrative duties. The information is stored and used as per the requirements of the GDPR, with South Lanarkshire Council defined as the data controller. The Council have established a data protection policy that applies to all of its school.

Education Resources has also prepared a privacy notice (below) which sets out how we will deal with personal information as part of our statutory function as an education authority. For more information, please contact the school.

Privacy Notice

Introduction

In line with the General Data Protection Regulation (GDPR) we have produced this privacy notice to inform you how we deal with personal information as part of our statutory function as an education authority.

The Council has a legal obligation to deliver effective education services to children, young people, and adult learners in South Lanarkshire. In order to do this, we need to collect personal information about children, young people, and their families so that we can help them to learn and keep them safe.

Using your personal information

The Council is a “controller” of the personal information you provide when enrolling for a nursery or school, applying for an education service, or participating in groups or activities provided by Education Resources.

Information we collect from you about you and your child at enrolment.

When you enrol for a nursery or school, we ask for the following information:
parent/carer contact details (name, address, phone, email).

the child’s name, date of birth, gender, and address.

information about medical conditions, additional support needs, religion, and ethnicity.

any information you may wish to provide about family circumstances.

Information we collect at other times.

We will also collect information at other times such as when you apply for a benefit, request a service or other support. We will provide an additional privacy notice at these times.

If you apply for an education service or benefit, such as school transport, free school meals, clothing grant, placing request or EMA, we will also ask for personal information as set out above. We will also ask for information about your income for education benefits applications.

If you make a request for additional support such as an educational psychologist or other support for learning, we will ask for more detailed information to allow us to provide the most appropriate support for your family. This may include information about family circumstances or medical conditions.

If there are concerns about your child’s wellbeing and/or your child has needs that may require additional support, we will wish to work with you to collect and consider information to enable us to help you get the right support at the right time in line with the Getting it right for every child approach.

We require this information to ensure that children and young people are educated appropriately, supported, and that we take account of their health and wellbeing. We will also ask you to update this information annually and to tell us when there are changes to your details.

Information that we collect from other sources.

As an education authority and as part of our statutory function in accordance with our legal obligations, we receive information from other sources such as the SQA, the NHS or Social Work about you or your child, this includes:

exam results and assessment information.

information about health, wellbeing, or child protection.

Why do we need this information?

We need this information so the Council can ensure it is delivering education services appropriately to all learners:

for the education of children, young people and adult learners.

for teaching, enrolment, and assessment purposes and to monitor the educational progress of children, young people and adult learners;

to keep children and young people safe and provide guidance services in school;

to identify where additional support is needed to help children, young people and adult learners with their learning;

to maintain records of attendance, absence and behaviour of children and young people (including exclusions);

to support children and young people moving on each year from nursery to primary, primary to secondary and when they move or leave school;

to help us develop and improve education services provided for young people, adult learners, or families

In accordance with our legitimate interests as an education authority we will also use your information to create statistical reports.

We will share your information with:

As an education authority and as part of our statutory function in accordance with our legal obligations we will share information with other bodies or parts of the Council, including:

The Scottish Government and bodies such as Education Scotland, Scottish Qualifications Authority, Skills Development Scotland, and other organisations that support children and young people's learning.

Other parts of the Council when required for services such as school meals, school transport, education benefits and with Social work in connection with any child protection concerns we become aware of.

The NHS, to support health initiatives in accordance with the legal obligation on the Council in terms of section 39(3) of the National Health Service (Scotland) Act 1978.

South Lanarkshire Leisure and Culture Limited, where children and young people are participating in sports and leisure activities.

Other schools/local authorities – if a child moves or transfers to another school the Council has an obligation to pass on information with regards to pupil records to the new school/local authority.

You have the right to access your personal information as well as the rights of rectification, erasure, restriction, and the right to object. For information on these rights and how to exercise them or for information about how we manage your personal information, you can get a copy of our full privacy notice from our website:

(https://www.southlanarkshire.gov.uk/info/200235/meta/1730/general_privacy).

Our full privacy notice will also provide information on how to make a complaint or to request a paper copy of the privacy notice from the Data Protection Officer.

Appendix A

For a comprehensive list of useful information, please visit the Council's website:

http://www.southlanarkshire.gov.uk/info/200186/primary_school_information/1264/curriculum_for_excellence/3

Additional Information

- **Education Scotland's Communication Toolkit:** A resource for engaging with parents.
- **The Scottish Government Guide Principles of Inclusive Communications:** Offers information on communications and a self-assessment tool for public authorities.
- **Choosing a School: A Guide for Parents:** Provides information on choosing a school and the placing request system.
- **A Guide for Parents About School Attendance:** Explains parental responsibilities regarding children's attendance at school.

Parental Involvement

Guidance on the Scottish Schools (Parental Involvement) Act 2006 provides guidance on the act for education authorities, Parent Councils, and others.

Parentzone provide information and resource for parents and Parent Councils
National Parent Forum for Scotland; www.npfs.org.uk

School Ethos

Supporting Learners - guidance on the identification, planning and provision of support

Journey to Excellence - provides guidance and advice about culture and ethos.

Health and wellbeing guidance on healthy living for local authorities and schools

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.

Scottish Catholic Education Service's resource 'This is Our Faith' which supports the teaching and learning of Catholic religious education.

Curriculum

Information about how the curriculum is structured and curriculum planning.

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.

Advice, practice, and resources to support the experiences and outcomes on literacy, numeracy and health and wellbeing.

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

Information on the Senior Phase

Information on Skills for learning, life, and work

Information around the Scottish Government's 'Opportunities for All' programme

Information for organisations responsible for the planning, management and delivery of career information, advice, and guidance services

The Skills Development Scotland website 'My World of Work' offers a number of tools to support career planning.

Assessment and Reporting

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

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

Curriculum for Excellence factfile - Assessment and qualifications

Information on recognising achievement, reporting, and profiling.

The Scottish National Standardised Assessment- in Scotland, pupils in P1, P4, P7 and S3 complete online standardised assessments in literacy and numeracy as part of their everyday learning and teaching.

Transitions

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

Career Information, Advice and Guidance in Scotland - A Framework for Service Redesign and Improvement provides guidance on career information, advice, and guidance strategy.

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

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.

Supporting Children's Learning Code of Practice includes specific requirements on education authorities and others under the new legislation in relation to transition.

Enquire is the Scottish advice service for additional support for learning.

Parenting Across Scotland offers support to children and families in Scotland.

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.

Information about the universal entitlement to support that underpins Curriculum for Excellence

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.

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.

School Improvement

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

Education Scotland's Inspection and review page provides information on the inspection process.

Scottish Credit and Qualifications Framework (SCQF)

Scottish Qualifications Authority provides information for teachers, parents, employers, and young people on qualifications.

Amazing Things - information about youth awards in Scotland

Information on how to access statistics relating to School Education

School Policies and Practical Information

National policies, information and guidance can be accessed: from the Scottish Government website on www.gov.scot with an update on school inspection outcomes being available via the Education Scotland website.