



Stirling Council
Schools, Learning & Education

St Mary's Episcopal Primary School
Handbook

2019/2020



Contents

Foreword by the Chief Education Officer	3
Welcome from the Headteacher	4
Description of the School	5
School Information	5
School Values and Aims	8
Ethos	9
School Improvement Plan	11
Curriculum	12
Learning and Teaching	16
Assessment	17
Partnership with Parents and the Community	18
Uniform	20
Secondary School	20
Attendance	21
Child Protection and Safeguarding	21
Clothing Grants	22
Complaints	22
Enrolment	24
Equalities	25
GIRFEC	26
Inclusion	27
Insurance	28
School Health Service	29
School Meals	30
Transport	31
Unexpected Closures	31
School Holidays	32
Digital Learning	34
Privacy Notice for the Use of G Suite for Digital Learning and Teaching	34
Privacy Notice for the Use of Services within Glow for Digital Learning and Teaching	36
Education Statistics Privacy Notice	38
Parentzone	41

Stirling Council

Schools, Learning and Education

Stirling Council is committed to working in partnership with our communities to deliver the best possible services for all who live and work in the Stirling area.

We have a clear focus on achieving the highest standards in our schools and nurseries so that the children, young people and citizens of Stirling benefit from first class services.

Education is key to every child's future and enables us to create a fairer and more inclusive society, where our young people secure positive destinations when they leave school.

We attach great importance to lifelong learning, giving children the best possible start in life from nursery, through school, to life beyond school.

We want all children and young people growing up in Stirling to be: safe and happy; listened to and respected; engaging in a wide range of active learning opportunities; and achieving positive outcomes.

We will realise this ambition by putting children and young people first, promoting inclusion and delivering high quality services.

The needs of our children and young people will be best met by working effectively together with parents, carers and a range of partners. We want parents and carers to be involved in their children's learning.

We look forward to working with you, as your child embarks on their transition to a new school.

A handwritten signature in black ink, appearing to read "Kevin Kelman".

Kevin Kelman
Chief Education Officer
Stirling Council
November 2018

Welcome from the Headteacher

Welcome to St Mary's Episcopal Primary School.

At St Mary's we aim to build a happy community where everyone is encouraged and supported to achieve their academic and personal potential.

We ensure that all our pupils have access to a lively stimulating curriculum reflecting our local context and which meets their needs, supporting them to become Successful Learners, Confident Individuals, Responsible Citizens and Effective Contributors.

In order to support our children, we work in partnership with a range of services including Speech and Language Therapists, Educational Psychologists, Social Workers, Health Professionals, Dunblane Library, St Mary's Episcopal Church Minister and Central Scotland Police. We also collaborate with volunteers who work with our children to enrich their learning and widen their horizons.

St Mary's is proud to be recognised as a Rights Respecting School. The philosophy and ethos of a Rights Respecting School is reflected in all aspects of our life and work here, with the children's voice central in all that we strive to achieve at St Mary's. All children in our school are members of one of our responsibility groups, as we work together to develop our learning environment in response to the needs of our children.

St Mary's Episcopal Primary recognises its unique status in the community that surrounds the school. Local residents are very much an integral part of life at St Mary's and take pleasure being a part of the children's learning journey and celebrating the children's successes. We continue to build valuable partnerships with parents and the community in order to provide the best possible educational experience we can for the children in our care.

We encourage all the children in the school to live by our school values of respect, enthusiasm, aspiration, compassion and honesty and believe that in doing so we allow every child to achieve and recognise their full potential.

Further information about the school is available on the school website, www.stmarysepsdunblane.org.uk.

Should you wish to visit St Mary's Episcopal Primary School please telephone 01786 822740 to arrange a suitable time.

Siobhan Hewitt
Headteacher

Description of the School

St Mary's was established in the nineteenth century and originally stood in Mill Row in a house known as the "Auld Licht". The school has been on its present site since 1850. The ground for the present school was gifted by Kippendavie Estate. Over a century and a half since it was established St Mary's continues to flourish providing a high standard of education to all our pupils. The school has four classrooms and a computer/library area. The school is surrounded by a tarmac play area. The Church Hall is used for Assemblies, concerts and PE. School lunches and packed lunches are served in the Church Hall.

School Information

These notes are intended to help you understand school policy and procedure. Please read them carefully and keep them for future reference.

School address	St Mary's Episcopal Primary School Smithy Loan Dunblane FK15 0HQ
Telephone number	01786 822740
E-mail address	stmaryeps@stirling.gov.uk
School Roll	72
Nursery Roll	14
Headteacher	Siobhan Hewitt
Principal Teachers	Veronica Currie Danielle Smith (Acting)
Teaching Staff	Melanie Hughes Natalie Goldie Mary Johnston-Kehoe Jenny Kinvig Annie Jones (Probationer)
Nursery Staff	Alyson Pearson (Senior ECE) Joanne Polatajko (ECE)
School Support Staff	Pamela Holmes Jo Mace Helena Robertson Jim Reid

Visiting Specialists

Music Teacher	Karen Moore
Brass Instrumental Teacher	Alastair Orr
Piping Instrumental Teacher	Chris Gibb
Strings Instrumental Teacher	Christine Swift
Physical Education	Ali Shearer

School Administrative Assistant Sarah McMaster

Catering Assistant Rhona Gillespie

School Cleaner Laura Morrison

St Mary's Episcopal Church Rev Nerys Brown

The School Day

Morning session	9.00 am – 12.15 pm
Lunchtime	12.15 pm – 1.15 pm
Afternoon session	1.15 pm – 3.15 pm
Nursery session	9.00 am – 12.10 pm

Stages of the School

Nursery Class

Within St Mary's Episcopal Primary School we have a nursery class with capacity for 20 children, offering a morning session lasting three hours and ten minutes. The nursery aims to provide a secure and happy environment which will meet the needs of all children. It offers a wide variety of child led learning activities and makes full use of the school, school grounds and the wider community.

Parents are actively encouraged to become involved in the life of the nursery. Further information regarding the nursery is available in the nursery handbook.

Classes

Parents should be aware that the formation of classes in the school could vary from year to year to reflect changing numbers within year groups. Due to the size of the school and the accommodation available to us all children within the school will be taught in composite classes. A composite class will not exceed 25 in number. Learning is organised in flexible teaching and learning groups and the classes operate in a manner that allows children to learn at their own level and pace.

We believe that the quality of the education children receive depends on excellent teaching and learning rather than the division of classes into single stage or composite year groups, and are therefore committed to continually improving teaching and learning throughout the school.

Currently our school and class structure involves:

- Nursery (maximum 20 children in a morning only session)
- Primary 1/2 class (maximum class size 25)
- Primary 3/4 class (maximum class size 25)
- Primary 5/6 class (maximum class size 25)
- Primary 7 class

Contact with the school

By telephone

Please telephone 01786 822740. If the person you need to talk to is available, you will be put through to them by the school administrative assistant. Otherwise a message will be taken and forwarded to the appropriate person and they will get back to you as soon as possible.

In person

- If you prefer to come into the school in person, please make an appointment in advance.
- If you don't have an appointment, we will meet with you if we are free to do so, otherwise you will be given an appointment.

Parent mail

You may contact the school using the school email stmaryeps@stirling.gov.uk.

How We Contact Parents/Carers

- If we need to contact you, we will telephone using the home, mobile or work numbers you have given us.
- In an emergency, if there is no reply to these numbers, we will telephone your emergency contact.
- Please inform us of any changes to your contact numbers as soon as possible. If you would prefer us to contact your emergency contact before trying your work number, please let us know.

Text Messaging

We have set up a text messaging service for parents/carers. We use it to advise of emergency school closures and cancellation/rescheduling of school events.

School App

We now have a School App. You can download the App by typing 'St Mary's Episcopal Primary School' in the search function. You can Log In; Username – SMEPS / Pin – 4385.

School Values and Aims

Our Values

Our school is a small community. We believe that certain qualities are essential if it is to function smoothly, efficiently and, most important of all, happily. These values which have been agreed by pupils, staff and parents are Respect, Enthusiasm, Aspiration, Compassion and Honesty – REACH. As a learning community we all attempt to live and learn by these values.

At St Mary's Episcopal Primary School we aim to enhance the pupils' self-esteem and encourage self-respect and respect for others; supporting pupils to develop independence and citizenship through becoming responsible for their own behaviour and contributing to the whole school community; to develop inter-personal skills which facilitate conflict resolution and negotiation. We support children as they develop resilience in themselves and encourage them to bounce back from challenging situations. We adopt a zero tolerance approach to bullying and all schools in the Dunblane Learning Community worked together to update policies and procedures in this area.



Motto, Vision, Values and Aims

These are influenced by the priorities identified by the Scottish Government, National Improvement Framework, Stirling Council's aims and reflect the values of our learning community.

Our Vision: "A happy school where everyone is supported and encouraged to achieve their academic and personal potential."

Our School Motto: "Where Great Oaks from Little Acorns Grow."

Over Arching Aim – Inspire to Aspire by:

- Creating an ethos where everyone is welcomed, treated fairly and with respect.
- Providing a nurturing environment that ensures equality and fairness, adopting a restorative approach to conflict resolution.
- Encouraging resilience and learner independence through the development of a growth mindset.
- Delivering the best quality learning experience we can through a learner centred curriculum encouraging breadth and depth to learning.
- Ensuring the holistic development of all of our children; ensuring academic achievement and recognising the importance of creativity and aesthetic, physical, moral and spiritual development.
- Promoting partnership with parents, carers and the local community.
- Building on the strong tradition of St Mary's as an Episcopal School whilst welcoming people of all beliefs.
- Welcoming individuality and diversity whilst ensuring that we promote equality of opportunity.
- Ensuring that these aims and values are underpinned by a whole school commitment to self-evaluation, quality assurance and accountability.

Our Shared Values for our school community are Respect, Enthusiasm, Aspiration, Compassion and Honesty. Together the first letter of these words spell REACH.

These values permeate all of the learning at St Mary's and form the foundation of our Right Respecting School ethos.



Ethos

Pupil Council

The Pupil Council has been running for a number of years and is now well established. Representatives are elected from Primaries 1-7 and meet on a regular basis to make decisions which affect, and are of concern to pupils. Amongst other things the Pupil Council is responsible for developing our school behaviour policy and looking at how we promote attainment and achievement. The Pupil Council are involved in the review and update of school policies. The senior members of this committee are also invited to attend some of our Parent Council meetings.

Responsibility Time

All our children have a role to play in shaping the ethos and life of our school. Every child is a member of one of our responsibility groups that meet every Friday afternoon. These committees can and do change to meet the needs of our school.

House Captains

There are four houses at St Mary's: Kilbryde, Kippenross, Keir and Cromlix. Children are placed in a house when they enter the school. Each House is led by two senior pupils who are responsible for organising and co-ordinating weekly house meetings in addition to leading one of our responsibility groups. These weekly responsibility group meetings promote a sense of belonging and teamwork amongst all members of the house. Pupils earn House Points for many reasons e.g. achievements, effort and behaviour and a points rubric has been designed by our Pupil Council to ensure that these are awarded fairly.

Health Committee

This group is responsible for co-ordinating our Rights Respecting School status and organise many events and awareness raising sessions to help develop children's understanding of their rights and responsibilities. They help select the charities that the school will support each session and plan events to help raise the profile of these organisations. We embark on each new school year with our healthy start, reinforcing the crucial role that children's health and wellbeing plays in their learning.

Peer Supporters

Buddies

As part of the transition arrangements each P1 is allocated a buddy from P7 to help them settle into school. The buddy system has proved very successful with a positive response from all those involved. Buddies are also used at the start of each session to help children moving to a new teacher to settle into class routines.

Problem Pals

Operating anonymously within our school these children provide a written response to concerns or problems that others share with them.

Junior Road Safety Officers

This group helps to deliver messages about safety on our roads.

Munch Monitors

Support the younger children in the lunch hall.

Acorn Media Group

This group is responsible for producing our weekly acorn podcasts, updating our school website and this session for producing our St Mary's School annual. The Podcasts are available on our school website <http://stmarysepsdunblane.org.uk> and keep everyone up to date with the life and learning of the children in St Mary's Episcopal Primary School.

Eco Committee

This group is responsible for the achievement of our Eco Flags. The children are very proud of our status as an Eco school and work hard to maintain this position.



School Improvement Plan

Each session the headteacher, in consultation with staff, parents and pupils is responsible for identifying where and how the school needs to develop and improve. The school improvement plan is published in August and is available on the school website. Paper copies are available on request from the school office.

Session 2018-19 focuses on four main priorities to improve attainment:

Priority 1 Numeracy Attainment	Priority 2 Digital Literacy	Priority 3 Parental Engagement and Family Learning	Priority 4 Leadership at all levels
All children will demonstrate increased confidence and ability to apply numeracy skills from early to second level.	To increase staff capacity and capabilities when teaching digital and technology skills improving the quality of range of digital learning opportunities for all learners.	To strengthen links and foster genuine collaboration with parental community.	Create a common language for learning within a values based culture supporting children to articulate skills for learning life and work.

Annual Report

Our annual standards and quality report is available on our school website and from our school office. This report evaluates the work of the school including the impact of changes and is produced each year.

Curriculum

Curriculum for Excellence

The revised curriculum aims to offer seamless progression for all our young people 3-18. The curriculum is no longer only defined by what goes on in the classroom but is now everything that is planned in school and out of school to allow young people to learn. There is an increased focus on cross curricular learning as well as incorporating more opportunities for personalisation and choice in learning. The curriculum should reflect the needs of our young people as we prepare them for life and work in the 21st Century. The process of Designing our Learning at St Mary's is an on-going one and responds to the needs of our pupils ensuring that we offer breadth, challenge and opportunities to all learners as they strive to develop their skills for learning, life and work.

Class teachers plan and deliver a curriculum suited to the needs of the young people in their class. All of our teachers have participated in the Designing the Learning course supporting them in developing teaching and learning practices that ensure children are active participants in their learning.

The Curriculum

Curriculum outcomes are organised into eight areas. As part of our school improvement plan we are developing our curriculum in Social Subjects, Sciences, Health and Wellbeing and Literacy. Through our focus on these areas we aim to ensure a coherent, progressive curriculum which takes into account cross curricular opportunities such as languages, mathematics, technologies, and expressive arts. At the start of each term each teacher provides parents with a context for learning paper that provides parents with a summary of the work planned for that term.

Literacy

The Literacy programme aims to develop skills in reading, writing, listening and talking. Core skills such as handwriting, spelling and grammar are also taught regularly through a variety of interactive techniques. We are developing our collaborative approaches to our literacy curriculum, promoting the use of reciprocal reading strategies. Children are encouraged to apply their skills learned through their talking, listening and learning sessions in all areas of the curriculum ensuring that every child's voice is heard.

Reading

Throughout the school we have developed a reading diet which develops skills, knowledge and understanding of text in its widest sense. This programme has been updated to take account of the Curriculum for Excellence depiction of text and gives pupils the opportunity to study a wide range of text including novels, non-fiction text, Scottish texts, films, poetry, plays and web based text and to respond to what they see and hear.

In Primary One we aim to develop sight vocabulary using the look and say method. In addition to this phonic skills are developed through Read, Write, Inc. The programme for reading in the early stages is Rigby Starr. Children in Primary One and Two also have the opportunity to borrow book bags to take home on loan. The loan and return of the book bags is organised by parent volunteers. As the children's reading confidence grows we aim to widen their reading experience and they have the opportunity to read novels and a range of non-fiction books. Through this collaborative guided reading approach a wide range of reading skills are taught.

Writing

We have a whole school approach to the teaching of writing. There is a progressive programme in place. Writing is taught as a core subject and within the context of other curricular areas. The basis of writing improvement is through the use of four key principles, the development of vocabulary, connectors, openers and punctuation. Children refer to this as VCOP and use their VCOP pyramids to help support their writing improvement.

Listening and Talking

As well as promoting good listening and talking skills by modelling and expecting high standards of interaction between all members of our school community we also develop these skills in a progressive way from nursery onwards. Our talking, listening and learning gestures and skills, taught in the early years, we feel are essential in providing an effective foundation for successful group work. These skills are developed as the children move up through the school. We use learning partners from Primary One to Primary Seven to encourage reflection and discussion. Learning Profiles are used from nursery onwards.

Modern Languages

French is taught from primary 1-7. The emphasis at first is on listening and talking. Key vocabulary is introduced and children are soon able to say simple phrases with confidence.

Numeracy

To support children's development in numeracy the children are actively engaged in our web based Mathematics programme and interactive techniques and strategies taught using Big Maths as a key resource.

We use pathways created by our learning community to support teaching and learning in numeracy and mathematics. We also actively create learning opportunities for children to apply their numeracy and mathematics skills; for example children developing their understanding of money through playing in the class shop or making a graph in an environmental studies lesson.

Health and Wellbeing

Health and Wellbeing is the foundation of our curriculum.

Our school is a UNICEF Rights Respecting School and this programme provides the firm basis on which our school's positive behaviour programme is established. Our health and wellbeing curriculum was recently revised to encompass all health issues from physical health to social and emotional health. We have achieved the Government target of 2 hours of PE per week, with our visiting P.E specialist delivering a portion of this fortnightly. We have a 15 minute active miles break every day during which pupils and staff participate in our various activities that are converted into miles travelled. The Active Sports Co-ordinators also provide all children in the school with opportunities to engage in various sporting activities. Primary 5 children have the opportunity to participate in swimming classes at The Peak for a block of lessons during the school session.

Social Subjects

Learning for Sustainability is the overarching theme for our interdisciplinary learning curriculum and allows us to provide engaging learning experiences in social subjects. Learning in social subjects is very much embedded into the daily learning experiences of every child. We have an overview of suggested contexts for learning in Social Subjects. Through this overview we aim to ensure that there is appropriate pace, challenge and progression in our curriculum. Through our approaches to planning and delivery of the curriculum we ensure that account is taken of children's prior learning and interests. This three year cyclical plan has built in flexibility to take account of prior learning, particularly in the early years where the flexibility and responsiveness of nursery experiences influences learning.

Sciences

Our science curriculum promotes an interest in and enthusiasm for learning about science as a dynamic area for investigation. Through problem based and experiential learning we hope our children develop a range of enquiry skills that they can apply and transfer to a range of learning situations and life experiences.

Expressive Arts

As part of our Curriculum design the expressive arts play a key part within our annual learning context "Express Yourself," where there is a dedicated focus on learning through the expressive arts. All children are given regular opportunities to be involved in performances, both within the school and in areas of the community. We have recently invested in a set of Ukuleles in order to provide every child the opportunity of learning to play a musical instrument. The curriculum is supported by regular visits from specialist teachers of Music.

Religious and Moral Education

There is a planned programme of study in place which develops pupils' knowledge and understanding of all World Religions. Much of the study involves comparing faith groups and promotes tolerance understanding and respect for others their beliefs, rules, responsibilities, celebrations and traditions.

We have a weekly assembly with the Reverend from St Mary's Episcopal Church and celebrate Harvest, Christmas and Easter with special services.

Technologies

The school has a wide range of equipment including a computer suite and laptops which are shared between classrooms. The system is fully networked and there is a colour photocopier in the office. All classrooms have an Interactive Whiteboards, Active Expression Devices and cameras. The school also owns wirelessly enabled i-pads, which play a vital role in supporting children with Additional Support Needs and encouraging our children to populate their online profile.

Teaching of skills in ICT is done through the context of other curricular areas. The skills of searching and researching on the internet, for example, would be developed in the context of science or social subjects. Word processing skills or publisher are used to present work that has been covered in other curricular areas.

We have invested in programmable technology and delighted with the progression of skills and experiences that our children now have within this area of technology.

Enterprise Education

We firmly believe in integrating enterprise education throughout the curriculum, as we feel this approach encourages responsibility, creativity, citizenship, co-operation as well as personal and social skills. Individual needs and learning styles are taken into account in the planning and delivery of the curriculum.

Learning and Teaching

Building Learning Power

Life-long learning and the development of children's capacity to learn in new and challenging circumstances throughout their lives is their right. Research suggests that there are several broad dispositions that we need to develop in order to become successful life-long learners; Resilience, Resourcefulness, Reflectiveness and Relationships. Here at St Mary's we like to think of these learning dispositions as being like groups of learning muscles. The design of our learning and teaching incorporates all of the above, allowing our children to exercise and develop these learning muscles, ensuring a good level of learning fitness in our pupils.

The Design of our Learning and Teaching

Learning and teaching in the school is based on the 5 key principles of Designing the Learning; Community Learning, Reflective Learning, Experiential Learning, Quality Learning, and Problem Based Learning.

Learning Community

Our School, the children, staff and parents are all part of our learning community. Within the school it is an intentionally structured classroom culture within which practitioners and learners support one another in pursuit of learning.

Sometimes, this may require individuals to work independently; sometimes, it requires individuals to work in pairs or in groups. However, the common denominator for all activities is that, no matter how the work is structured, it is always embedded in a learning community. For our learning community to thrive it is based around our core school values of Respect, Enthusiasm, Aspiration, Compassion, and Honesty.

Reflective Learners

For learners to succeed, learners at all levels, need to reflect upon three aspects of their learning if they are to improve. They must know where they are at present, where they need to go and how to close the gap between the two. The key to this is Formative Assessment. Formative assessment is a process of engaging the learner with their learning. It is a purposeful, meaningful dialogue in which learners understand the needs of each other. At St Mary's this involves a raft of teaching and learning techniques and tools. At the heart is working with children during weekly reflection times on what they want to learn, how they're going to learn it and how they will know they've learned.

Experiential Learning

Our Learning and Teaching is also steeped in experiential learning. Classrooms are structured to facilitate precisely this kind of learning because we believe that people learn best by doing; by engaging in real, immediate, authentic experiences from which we can make personal sense of our world.

Our learning adheres to the seven key design principles of Curriculum for Excellence ensuring; challenge and enjoyment, breadth, progression, depth, personalisation and choice, coherence and relevance. These principles apply to the curriculum both at an organisational level and in the classroom and in any setting where children and young people are learners. Although all should apply at any one stage, the principles will have different emphases as a child learns and develops.

Our basic assumption is that active learning is better than passive learning and that the most powerful learning involves the solution of problems that are meaningful to the learner. That is the ultimate source of motivation for learners.

Assessment

Assessment is an integral part of daily teaching, with teachers assessing what children know, understand and are able to do. Staff assess progress made and plan next steps in learning accordingly. This aims to improve standards of achievement, developing skills for learning, life and work.

Children in Primaries 1, 4 and 7 will undertake the new Scottish National Standardised Assessment (SNSA), which will allow us to track children's progress and achievements in literacy and numeracy.

Evidence of children'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 could also be a drawing, report, or piece of art work that they have produced. Evidence may be captured as a photograph, video or audio clip as part of a particular learning experience. In the nursery this evidence is captured in the children's learning logs and through the children's profiles. This model is built upon throughout the school, with pupils taking ownership over the creation of their own Learning Logs and portfolios. We continue to pilot an e-portfolio for all children called Edu Profile. This allows evidence of learning, through the many forms of media, to be captured in one single location and progresses with the child as they make their way through school.

The school has a Quality Assurance Policy in place which aims to ensure that the educational experience provided at St Mary's is the very best it can be.

All key policies can be accessed via the school website and further information about Curriculum for Excellence can be found at <http://www.educationscotland.gov.uk/parentzone/index.asp>.

Partnership with Parents

St Mary's has always benefited from a high degree of parental support. At present there is an active Parent Council with a Fundraising group. A Parent Council AGM is held annually to which all parents and staff of the nursery and school are welcome to attend.

Parent Council

The objectives of the St Mary's Parent Council are:

- To work together to create a welcoming school which is inclusive for all.
- To actively promote partnership between the school and nursery, its young people, parents, the church and wider community, so as to:
 - Recognise and record achievements
 - Support activities that aim to develop the children's fullest potential
 - Identify and represent the views of parents on the education provided by the
 - School and other matters affecting the education, welfare and emotional wellbeing of the pupils.

The parent forum is notified of meetings for the Parent Council and any member of the parent forum is welcome to attend even if not a member of the parent council. Any member of the parent forum can raise items for the parent council meeting agenda.

Parent Council Committee Members

- Mrs Liz Owen (Chair)
- Mrs Karen Derrington (Vice)
- Mrs Kirsty Wilson (Secretary)
- Mrs Alison Brown (Treasurer)
- Mrs Klara Kynaston (Fundraising and Nursery Rep)
- Mrs Katie Duncan
- Mrs Gemma Beher
- Mrs Fiona Byrne
- Mrs Kirsty Thomson
- Mr Erik Weber
- Mrs Mary Toop
- Mrs Suzi Shanks (Church Representative)
- Mrs Danielle Smith (Staff Representative)

Fundraising Group

The Fundraising Group organise several fundraising and social events throughout the school year with the purpose of raising monies which can then be used to enhance the education and experience of the children at the school and nursery. Parents are encouraged to support and volunteer for the various events through the year where possible.

Homework

The purpose of homework is to give extra practise and reinforcement of skills taught in class. It also provides a valuable link between school and home. The result of regular homework should be of benefit to the child concerned, not a burden. At all stages we reinforce class work through our Learning Logs. We also have Grid Homework which is created by the children and is linked to the current learning contexts within your child's class and is expected to be completed in a given time period.

Newsletters

A newsletter is issued at least once a month. This is available on our school app, website, e-mail or paper copy.

School Website and School App

<http://www.stmarysepsdunblane.org.uk>

Our school website is updated regularly with news, important dates, events and key documents. It also contains examples of children's work and photographs of displays and activities in school.

We have a school app which parents can view through a link on our school website.

We also encourage parents to communicate with us through surveys on individual issues, annual questionnaires on quality of provision and impact of school improvements.

Open Days

We have a regular programme of open afternoons and mornings as well as curriculum information evenings.

Meet the Teacher Evenings

At the start of each session there is an opportunity to come to school in the evening and meet your child's teacher and of course socialise with other parents. There are then two other more formal opportunities to meet with your child's teacher in November and February, however our staff are more than happy to make appointments with parents throughout the year should there be any information they wish to share or concerns they would like to discuss.

Parent Volunteers

Parent volunteers are an essential part of St Mary's Episcopal Primary School. We welcome parental involvement in many forms; help in class, on trips, to organise the loan and return of materials and to provide information and expertise connected to learning contexts. Parents are also involved in development work wherever possible and we enjoy parental representation on each of our pupil committees.

Sharing our Learning and Special Occasions

In the course of each session we invite parents to school to share in special occasions, learning events and shows. We endeavour to offer these events at a wide variety of times and dates to ensure that as many families as possible are able to attend. At Christmas, the younger children present a Nativity Play and the older children lead a carol service at the end of term. There is also an upper school performance in June.

School Uniform

We strongly encourage the wearing of school uniform. It promotes a sense of unity and inclusiveness. Children should wear the green school sweatshirt. This should be worn with a blue polo top/ shirt and grey trousers/skirt/pinafore.

Sweatshirts and polo tops/shirts can be ordered through the school. All children's clothing should be clearly marked with the child's name.

Physical Education Clothing and Footwear

- White polo shirt/tee shirt
- Blue or black shorts
- White socks
- Gym shoes

For health and safety reasons pupils should wear these for PE lessons. All jewellery and hairslides should be removed, and long hair tied up, during PE.

Secondary School

At the end of P7 pupils transfer to their catchment secondary school. Pupils who live in the catchment area for Dunblane High School will be offered a place there. Pupils who live out with the Dunblane High School catchment and wish to attend Dunblane High School will be required to submit a placing request.

Dunblane High School
Old Doune Road
Dunblane
FK15 9DR

Headteacher: Mr Stuart Mackay

Tel: 01786 823823

Attendance

It is important that the school and parents work together to achieve good attendance as there is a strong link between good attendance and achievement. The school aims to encourage attendance by creating a welcoming and supporting ethos. If there are difficulties with your child's attendance, the school will contact you to discuss ways of resolving this.

If your child is unable to attend school due to illness or for any other reason, we ask that parents should notify the school as early as possible in the school day.

Parents should also give careful consideration to the impact on a child's education of taking holidays during term time. All schools are required to record attendance and absence of pupils and report on these figures to parents, the Council and the Scottish Government.

The Scottish Government's guidance – Included, Engaged and Involved: Attendance in Scottish Schools - issued to all local authorities in December 2007 provides guidance on how attendance and absence at school is recorded. This document clarifies that the majority of family holidays taken during term time will be categorised as unauthorised absence and that schools may only authorise a family holiday during term time under very exceptional circumstances.

Regular attendance scans are undertaken by the management team. When a child's attendance drops below 90%, parents will be notified by letter and asked to come in to talk to the headteacher about how best to support your child's progress.

Persistent latecoming also causes regular interruptions for some classes. It disrupts learning and teaching not only for the latecomer but for the whole class.

At no time during the school day should a child be removed by a parent from the school without informing the staff of the school. This includes lunchtime "disappearances". If a child is reported missing we will try to contact the parents or we will ask for help from the emergency contact or neighbours. If we fail to locate the child the Police will be informed. Please help us to keep your child safe. Poor attendance falls into the Council's Staged Intervention Framework and action will be taken to address patterns of poor attendance.

Child Protection and Safeguarding

All children in Scotland have the right to be protected from abuse or neglect.

Schools and nurseries play an important role in the prevention of abuse and neglect through creating and maintaining safe learning environments and teaching children and young people about staying safe from harm and how to speak up if they have worries or concerns.

Schools and nurseries have identified child protection coordinators with a remit to promote safeguarding and a responsibility to act when aware of a child protection concern.

If you are concerned a child or young person is at risk of abuse or neglect, you can contact school, police or phone children's services on 01786 471177.

Clothing Grants

Some families may be eligible for clothing grants. Application forms can be obtained from Stirling Council, telephone 01786 233210 or downloaded from the Council website at <https://my.stirling.gov.uk/services/education-and-learning/schools/school-grants>.

Please take your completed application form, along with the documents requested, to your nearest local office, or Customer First, Port Street, Stirling or post to Stirling Council, Teith House, Kerse Road, Stirling, FK7 7QA.

Complaints

You can complain in person, by phone, email or by letter. We regard a complaint as any expression or dissatisfaction about our action or lack of action, or about the standard of service provided by us or on our behalf.

Who can complain?

Anyone can complain who is the parent or legal guardian of a child or a person authorised to complain on his/her behalf. For example, a child's grandparent who is not the legal guardian needs authority from the child's parent or guardian. This would normally mean a note to show that the person responsible for the child has agreed.

What can't I complain about?

Here are some things we can't deal with through our complaints procedure:

- A routine first time request for a service or action – e.g. informing the school that your child told you she is being bullied and asking them to resolve this.
- Requests for compensation from the Council.
- Things that are covered by a right of appeal, e.g. exclusion from school which has its own statutory process. In these cases we will give you information and advice to help you.

You have 6 months to make a complaint after the event that you want to complain about takes place. If you first learn of the issue about which you want to complain after this point, you have a further 6 months to complain. In exceptional circumstances the Service may investigate matters more than a year old, but it is not obliged to do so.

We have 2 stage complaints procedure.

Stage One – frontline resolution

In the first instance, please complain to your child's school or nursery, telling them as much as you can about the complaint, what has gone wrong and what you want them to do to resolve the matter. A senior member of staff, either the headteacher or depute head, will be responsible for looking into complaints. Heads are senior managers with a high level of responsibility for your child's learning and welfare and are able to look into most matters. However, the headteacher may refer the Stage One complaint to Schools, Learning and Education centrally, e.g. if it is about the conduct of the headteacher or too complex to be dealt with at front-line service level.

The school or nursery will give you our decision at Stage One within 5 working days or fewer unless there are exceptional circumstances. If we need further time, we will ask you to agree an extension of up to 5 further days. If the Stage One complaint has been referred to Schools, Learning and Education centrally your response will come from there.

Stage Two – investigation

If you are dissatisfied with your Stage One response you can move to Stage Two. Stage Two deals with 2 types of complaints: those not resolved at Stage One and those not appropriate for Stage One, for example the conduct of a headteacher or those too complex for a headteacher to deal with.

To move to Stage Two, you should email info@stirling.gov.uk, or you can ask the headteacher of the school or nursery to move the complaint to Stage Two on your behalf.

When using Stage Two:

- We will acknowledge your complaint within 3 working days.
- You will be contacted by the Investigating Officer for your complaint, who will usually meet you to confirm: the detail of your complaint, what you want to achieve, and if your expectations are achievable. In some cases, e.g. your complaint has been made in writing and is clear, there may be no need to meet. It is helpful if you present any evidence that you can offer in support of your complaint, e.g. contact details for witnesses, reports from other professionals, etc. if appropriate.
- We will write to you confirming the details of your complaint, what you want to achieve, and what the investigation can cover.
- We will give you a full, written response to the complaint as soon as possible and within 20 working days. If our investigation takes longer than 20 working days we will agree revised time limits with you and keep you updated on progress.

After we have fully investigated your Stage Two complaint, if you are still dissatisfied with our decision or the way we dealt with your complaint you can ask the [Scottish Public Services Ombudsman](#) (SPSO) to look at it.

The SPSO cannot normally look at:

- A complaint that has not completed our complaints procedure.
- Events that happened or you became aware of, more than a year ago.



Stirling Council Schools, Learning and Education

Enrolment Arrangements : Primary & Secondary School Education in 2019

The 2019/2020 school year starts on 20 August 2019. This is the **only** date for beginning school education for that year.

All children who are five years old on or before 20 August 2019 are of school age and **must** start their primary school education on 20 August 2019, children who are five years old between 20 August 2019 and 29 February 2020 **may** start their primary school education on 20 August 2019.

If your child is starting their primary school education in August 2019 you **must** enrol him/her at their catchment school **by 25 January 2019**. Details of school catchment areas and further information on our enrolment procedures can be found by visiting our website www.stirling.gov.uk or by contacting us on 01786 233185. As part of the enrolment process we check the residency of all parents wishing to enrol their child at their catchment school, please bring your child's birth certificate, child benefit book/award letter, tax credit award letter, two recent household utility bills and a recent council tax bill with you when you enrol your child.

The list of dates when schools are enrolling pupils will be available on our website www.stirling.gov.uk from 3 December 2018.

Gaelic Medium Provision

Gaelic Medium Provision is available at Riverside Primary School, Forrest Road, Stirling tel: 01786 474128 email: rvrsdeps@stirling.gov.uk. Any parent wishing to enrol their child in our gaelic medium provision should contact the school for further information.

Notice to Parents and Guardians of Children due to Transfer from Primary to Secondary School

Children currently in P7 will transfer from primary to secondary education in August 2019. You will receive notification of transfer arrangements through your primary school and your child will be automatically enrolled in their catchment secondary school. Should you wish your child to attend a secondary school that is not their catchment school a placing request must be submitted.

Placing Requests for Session 2019/2020

In accordance with the Education (Scotland) Act 1980 as amended, Stirling Council hereby informs parents or guardians who wish to make a placing request for the school session 2019-2020, to do so in writing **by no later than 15 March 2019**. Your right applies to a request that your child be placed in a school other than the school which normally serves the area in which you live. It applies to a primary school or, where appropriate, the transfer to a secondary school, including a school providing for children with additional support needs. You can apply online at <http://my.stirling.gov.uk/cakeforms/view/placingrequestapplicationform> or, alternatively, application forms and guidelines are available from Schools, Learning and Education, Wolfcraig, Dumbarton Road, Stirling on 01786 233185.

It is essential that you enrol your child at the school that serves your local area even if you are making a placing request for another school.

Please note that if your placing request is successful school transport will not be provided for your child.

Schools Information

Information on local authority schools in Stirling Council is available on our website www.stirling.gov.uk or by contacting us on 01786 233185.

Parents wishing to apply for enrolment to Our Lady's RC Primary School, St Mary's RC Primary School, St Margaret's RC Primary School, St Mary's Episcopal Primary School and St Modan's High School should contact the school to discuss enrolment policy. Details are also available on the Council website www.stirling.gov.uk

**Stirling Council
Schools, Learning and Education
October 2018**

Equalities

Everyone deserves to be treated equally, fairly and without prejudice.

Educational establishments create inclusive cultures by working in partnership with the wider community to agree positive values, by promoting and celebrating diversity and through delivering appropriate learning opportunities within their curriculum.

Schools and nurseries operate within Stirling Council's duty under the Equality Act (2010) to:

- Eliminate discrimination, harassment and victimisation.
- Advance equality of opportunity between people by removing or minimising disadvantage, meeting the needs of particular groups which are different from the needs of others and encouraging participation in public life.
- Foster good relations by tackling prejudice and promoting understanding.

The Equality Act 2010 identifies 9 protected characteristics from discrimination, harassment or victimisation:

- age
- disability
- gender reassignment
- marriage or civil partnership (in employment only)
- pregnancy and maternity
- race
- religion or belief
- sex
- sexual orientation.

Schools and nurseries have a duty to report prejudice based incidents.

Anti-bullying and Positive Relationships

Approaches to anti bullying reflect *Getting it Right for Every Child* and recognise that bullying impacts on wellbeing. In order to thrive and achieve their full potential, children and young people need learning environments which are safe, nurturing, respectful and free from fear, abuse and discrimination.

All education establishments operate within Stirling's Approach to Respect for All: Preventing and Challenging Bullying Behaviours and will, in consultation with wider communities, create establishment specific anti bullying policy.

Getting it Right for Every Child

This is the national approach to supporting and working with all children and young people in Scotland. It puts the rights and wellbeing of children and young people at the heart of the services that support them. *Staged Intervention approach is in line with the principles of GIRFEC.*



Key elements of GIRFEC are:

- Wellbeing
- Child's Plan
- Named Person

Wellbeing

To help with a common understanding of what wellbeing means, it is broken into 8 wellbeing indicators:

Every child and young person should be SAFE, HEALTHY, ACTIVE, NURTURED, ACHIEVING, RESPECTED, RESPONSIBLE, INCLUDED.

Named Person

Most children get all the help they need from their families and communities but for some, they may need extra help at times. Children from birth to 18 or their parents, will have access to a named person to help them get the support they need. The named person will be a clear point of contact for families that wasn't help and support for worries they have. For school age children, the named person will be a promoted member of staff. More information is available on the [Scottish Government website](#).

Child's Plan

The Children and Young People (Scotland) Act 2014 ensures a single planning framework, Child's Plan, will be available for children who require extra support that is not generally available to address a child or young person's needs and improve their wellbeing.

The Child's Plan is part of the GIRFEC approach to promote, support and safeguard the wellbeing of children and young people. The Scottish Government is working with Parliament to agree a timetable to enable commencement in 2018.

Stirling educational establishments have long established staged intervention procedures which provide appropriate and proportionate assessment, planning and review to ensure children and young people have their individualised needs met. Further information is detailed in [Staged Intervention Guidance](#).

Inclusion

Additional Support Needs

All children get help with their learning.

A child is said to have 'additional support needs' if they need more, or different, support from what is normally provided in schools or nurseries for children of the same age.

The Education (Additional support for Learning) (Scotland) Act 2004 (as amended 2009) created the term **additional support needs** and explains the duties on education authorities to support children and young people's learning.

A child or young person may have additional support needs for lots of reasons including:

- A physical disability
- Being a young carer
- Changing school a lot
- Being bullied
- Having a communication difficulty
- Being looked after by the local authority
- Having a long term illness

Staged Intervention is the process used to identify, assess and plan to meet a child's needs. Every school and nursery has a *Pupil Support Co-ordinator* with responsibility for ensuring appropriate support for children with additional support needs. For most children the support they require is provided from school, for example, differentiated materials, additional time, movement programmes, and support groups. Some pupils with more complex needs may be referred to ASN Outreach or other partner agencies to provide more enhanced interventions. Agreed actions will be recorded and reviewed during staged intervention meetings in collaboration with the child, family and staff. Where there are more than one agency supporting a child and this is significant and long lasting, a Coordinated Support Plan may be developed.

If you have concerns about your child, in the first instance, contact your school.

More information is available on the website or by contacting ASN and Wellbeing Team.

Independent Advice

Enquire are a Scottish advice service providing help and information. All advice given is independent and impartial. Contact the Enquire Helpline on 0345 123 2303.

Enquire also has two websites, one for [parents, carers and professionals](#) and one for [children and young people](#).

[Let's Talk](#) helps parents of children with additional support needs who may require support in relation to a dispute or potential dispute with an education authority. The service can be used by anyone who has a right to make a reference to the Additional Support Needs Tribunals for Scotland.

[My Rights, My Say](#) is a children's service which provides advice and information, advocacy support, legal representation and a service to seek children's views independently about their support.

Insurance Information

1 Public Liability

Stirling Council has Public Liability Insurance in respect of claims against the Council for bodily injury to any person or for loss or damage to any person's property for which the Council is legally liable. Negligence or failure to fulfil a statutory obligation on the part of the Council or its employees resulting in injury, loss or damage to property must be established.

Pupils' Property

Each session, unfortunately but inevitably, pupils' property is lost, damaged or stolen in school. Parents should be aware of the following points:

- a. Parents' house contents policy may give some measure of cover for personal effects of family members.
- b. It is suggested that parents may wish to consider taking out additional individual personal cover.
- c. Pupils should be encouraged not to bring valuables to school.

The general rule is that pupils bring property to school at their own risk. There may be situations where the school accepts responsibility for pupils' property, but otherwise the Council is not responsible if property is lost, damaged or stolen in school.

2 Personal Accident/Travel Cover – Educational Excursions

The Council has arranged insurance cover for Educational Excursions organised by the Council.

A brief summary of the cover is as follows:

Persons Covered: Organisers, participants, members, employees and others on excursions or trips organised by or under the auspices of the Council.

When Covered: While participating in any activity organised by or on behalf of the Council beyond the limit of the school grounds.

If you require further information please contact the Council's Insurance Team on 01786. 233437.

School Health Service

The Forth Valley NHS has a statutory obligation to provide a health service for all school-age children in the Stirling Council area. The aim of the service is to make sure that all children are in the best possible health to benefit from their education and to provide the education service with advice and support about the spread of infections and the promotion of good health.

Parents/carers will be given the opportunity to meet the named nurse for the school when their child starts school in Primary 1. This will involve parents completing a health questionnaire for their child. The nurse may make contact with parents/carers based on the information provided by them. Teachers and parents/carers are encouraged to report any concern about hearing, especially in primary one pupils. Hearing is no longer part of the routine checks done in school.

If you have any concerns with your child's health which may affect their education, an appointment can be arranged with your named nurse (contact details below). School staff, with parents' permission, can request an appointment with the named nurse at any time. The named nurse will also liaise closely with the Team Leader who has overall responsibility for primary school children.

The community paediatric doctor will see children at their clinic who have additional support needs or who have any significant ongoing medical or developmental conditions affecting their education.

School staff and parents can contact the named nurse if they have any health concerns regarding children which may affect their educational needs. The nurse will then offer a Health assessment in school or in the child's home.

All children within P1 will receive a toothbrush, toothpaste and leaflet- "Make your smile count". A dentist from the Salaried Dental Service will carry out a dental inspection of your child in P1 and again in P7. Dental treatment can be offered to those children unable to register with a general dental practitioner through the Salaried Dental Service.

The School Health Service can be contacted at:

Area Community Child Health Department
Stirling Royal Infirmary
Livilands
Stirling FK8 2AU
Telephone: 01786 434150

Infectious Diseases

Colds, flu and gastro-enteritis are the most common infections affecting children of school age. It is important that you keep your child off school in the early stages of flu and while they still have diarrhoea. Children who have had diarrhoea should stay off school for 48hrs after the last episode of diarrhoea. It is also important that your child understands how to prevent picking up and spreading such infections. You will be able to get further advice about good health from your named school nurse or staff in your Health Centre or GP Practice.

For advice about early detection and treatment for other infectious diseases e.g. chickenpox and mumps please consult your GP or School Nurse.

Head Lice

Head lice are spread through head to head contact. This can happen at home, in the community, or in school. Regular combing of your child's hair using a head lice detection comb is the best way to catch this possible problem at an early stage.

The only way to be sure that your child has head lice is to find a live louse. If you find live lice, you need to get the correct lotion from your doctor, health visitor or pharmacist. The instructions need to be followed carefully. If this is not done then re-infection is likely.

If lice are found, all family members and close friends of your child should be checked. Treatment should only be applied if live lice are found. Products used for treating head lice must be ones that can be left in the hair for 12 hrs, this treatment requires to be repeated after 7 days. You should advise others of this possible problem in the same way as you would tell family and friends about other infections which might affect them.

Further advice can be obtained from the Health Board. A head lice leaflet is available in all schools and health centres.

School Meals

Lunches are provided every day for children and young people in all schools. All food and drink provided meets national requirements for nutritional standards as well as guidance aimed at encouraging uptake and removing the stigma attached to free school meals.

Meals are provided by the Council's catering service. Menus are seasonal and are changed twice a year, spring/summer and autumn/winter. All recipes are analysed to make sure that they provide a healthy and well-balanced meal. The catering service tries to suit the majority of tastes by offering choices which include a daily vegetarian option as well as a range of packed lunches. Children having packed lunches are supervised. We encourage parents to ensure home packed lunches are healthy and do not contain fizzy drinks, sweets and nuts.

Pupils and their parents have opportunities to provide feedback and have a say about the content of future menus and the catering service is committed to introducing new products and to promoting healthy food choices.

Stirling Council achieved the Silver Food for Life Catering Mark in March 2014. This guarantees that all menus are prepared using non GM ingredients, are 75% freshly prepared, use only free range eggs, avoid additives and trans fats with meat and poultry sourced in a way that ensures animal welfare is taken care of. All milk provided to the children to drink or within their meals is organic. More information about the standard can be found at <http://www.sacert.org/catering>.

Menus and current prices can be viewed on the Council's website at <http://my.stirling.gov.uk/services/education-and-learning/schools/schools-catering>.

Medically prescribed diets can be catered for and parents should contact the head teacher to discuss any special dietary requirements.

The Catering Service can also provide a healthy packed lunch for school trips.

Some families may be eligible for free school meals. An application form is available from the school or can be printed from the Council's website at:

<https://my.stirling.gov.uk/services/education-and-learning/schools/school-grants>.

This form should be completed and returned to Customer First, Port Street, Stirling or post to Stirling Council, Teith House, Kerse Road, Stirling FK7 7QA.

Transport

Stirling Council provides free transport to children who live more than two miles from their catchment school, or where there is no safe walking route available.

Further information is available on the Stirling Council website at:

<https://my.stirling.gov.uk/services/education-and-learning/schools/schools-travel-and-trips>.

Unexpected Closures

While schools have contingency planning in place to cope with a number of circumstances, sometimes it is necessary to close schools or amend the normal school day. e.g., storm damage, power cut.

In the event of this happening, we have to ensure school record of parents' place of employment and childcare arrangements are up to date. Please make sure we have an emergency contact telephone number and address. We will issue an annual update form to check the accuracy of contact details and other information held by the school.

Please make sure your child knows who to go to if you are not at home.

STIRLING COUNCIL – EDUCATION

2018-19 School Dates

Autumn Term Starts Ends	Friday 17 August 2018 Monday 20 August 2018 Friday 12 October 2018	Teachers return Pupils return
October Holiday Starts Ends	Monday 15 October 2018 Friday 19 October 2018	
Winter Term Starts	Monday 22 October 2018	
Staff Development Day Staff Development Day	Thursday, 29 November 2018 Friday 30 November 2018	
Winter Term Ends	Friday 21 December 2018	
Christmas Holiday Starts Ends	Monday 24 December 2018 Friday 4 January 2019	
Spring Term Starts	Monday 7 January 2019	
Staff Development Day Staff Development Day Local Holiday Local Holiday Local Holiday	Monday 11 February 2019 Tuesday 12 February 2019 Wednesday 13 February 2019 Thursday 14 February 2019 Friday 15 February 2019	
Spring Term Ends	Friday 29th March 2019	
Spring Holiday Starts Ends	Monday 1 April 2019 Friday 12 April 2019	
Summer Term Starts	Monday 15 April 2019	
Good Friday Easter Monday	Friday 19 April Monday 22 April	
Local Holiday	Monday 6 May 2019	
Summer Term Ends	Friday 28 June 2019	
Summer Holiday Starts Ends	Monday 1 July 2019 Friday 16 August 2019	
	Monday 19 August 2019 * Tuesday 20 August 2019 *	Teachers return Pupils return

* To be confirmed

STIRLING COUNCIL – EDUCATION

2019-2020 School Dates

Autumn Term Starts Ends	Monday 19 August 2019 Tuesday 20 August 2019 Friday 11 October 2019	Teachers return Pupils return
October Holiday Starts Ends	Monday 14 October 2019 Friday 18 October 2019	
Winter Term Starts	Monday 21 October 2019	
Staff Development Day Staff Development Day	Thursday 28 November 2019 Friday 29 November 2019	
Winter Term Ends	Friday 20 December 2019	
Christmas Holiday Starts Ends	Monday 23 December 2019 Friday 3 January 2020	
Spring Term Starts	Monday 6 January 2020	
Staff Development Day Staff Development Day Local Holiday Local Holiday Local Holiday	Monday 17 February 2020 Tuesday 18 February 2020 Wednesday 19 February 2020 Thursday 20 February 2020 Friday 21 February 2020	
Spring Term Ends	Friday 3 April 2020	
Spring Holiday Starts Ends	Monday 6 April 2020 Friday 17 April 2020	
Summer Term Starts	Monday 20 April 2020	
Local Holiday	Monday 4 May 2020	
Summer Term Ends	Thursday 25 June 2020	
Summer Holiday Starts Ends	Friday 26 June 2020 Friday 14 August 2020	
	Monday 17 August 2020* Tuesday 18 August 2020*	Teachers return Pupils return

* To be confirmed

Digital Learning

Digital Tools for Learning and Teaching

In Stirling Council schools and nurseries, we use a variety of digital tools for learning and teaching, to share information about the life of the school, communicate with parents and carers, and to celebrate success. Use of many of these tools requires sharing some personal data about your child with the providers of the services. This may include, for example, children's names, classes and photographs. For some services, we will need your consent to share personal data.

Core Digital Services

Across Stirling Council, we use Glow and Google's G Suite for Education for learning and teaching. Data is shared with these services under the legal basis of public task - use of these services is deemed essential for learning and teaching, and we have legal agreements in place with both Education Scotland and Google to ensure that personal data is kept safe (see our Privacy Notices for our use of these services).

Likewise, Seemis is used to securely manage children and young people's personal data, including sensitive category data (such as information about their health). This data sharing is also done under the legal basis of public task, and appropriate agreements are in place to ensure the data is securely managed.

Digital Services Requiring Consent

For other processes involving digital tools, we will seek consent of parents/carers and the young people themselves when they are aged 12 and over.

Privacy Notice for the Use of G Suite for Digital Learning and Teaching

What is personal data?

In schools and nurseries, we handle various kinds of **personal data**. "Personal data" relates to any information relating to an identifiable person. The processing of personal data is governed by the General Data Protection Regulation (GDPR) and the Data Protection Act (2018).

Who is the data controller?

Stirling Council is the data controller. This means that it is responsible for the safe and legal processing of your data.

Why are we processing your personal data?

Stirling Council complies with its obligations by keeping your personal data up to date; by storing and destroying it securely; by not collecting or retaining excessive amounts of data; by protecting personal data from loss, misuse, unauthorised access and disclosure and by ensuring that appropriate technical measures are in place to protect personal data.

We will collect the following data:

Names, Year group, School/Nursery, Email addresses, Information based on use of service, e.g. type of device and cookies.

We will use your personal data for the following purposes:

Enabling the use of digital learning and teaching tools.

What is the legal basis for processing your personal data?

Public Task

Sharing your personal data

Your personal data will be treated as strictly confidential. In order to fulfil the purpose of G Suite for learning and teaching, we may need to share your personal data with Google G Suite. Google may share data with third parties with users' or parent/carers' consent, or to meet legal requirements (as set out in their privacy policy: https://gsuite.google.com/terms/education_privacy.html).

How long do we keep your personal data?

Your data will be deleted after 1 year after the account is deactivated.

Your rights regarding your personal data

You have various rights with respect to your personal data, including:

- The right to be informed about how we will use your personal data.
- The right to access a copy of any personal data we hold about you.
- The right to have personal data rectified if it is inaccurate or incomplete.
- The right to request the deletion or removal of personal data.
- The rights to restrict and object to processing of personal data.
- The right to obtain and reuse your personal data for your own purposes.
- Rights in relation to automated decision making and profiling.
- The right to withdraw your consent for the processing of your personal data.
- The right to lodge a complaint with the school/nursery, Stirling Council, and/or the Information Commissioner's Office.

Further processing

If we wish to use your personal data for a new purpose that is not covered by this Privacy Notice, we will issue a new notice explaining this new use. Where necessary, we will seek your prior consent to the new processing.

Contact details

Stirling Council: Schools, Learning and Education

Stirling Council Data Protection Officer: Kevin O’Kane - dataprotection@stirling.gov.uk

Information Commissioner’s Office

Helpline - 0303 123 1113

Email - casework@ico.org.uk

Website (including contact form and live chat) - <https://ico.org.uk/global/contact-us/>

Privacy Notice for the Use of Services within Glow for Digital Learning and Teaching

What is personal data?

In schools and nurseries, we handle various kinds of **personal data**. “Personal data” relates to any information relating to an identifiable person. The processing of personal data is governed by the General Data Protection Regulation (GDPR) and the Data Protection Act (2018).

Who is the data controller?

Stirling Council is the data controller. This means that it is responsible for the safe and legal processing of your data.

Why are we processing your personal data?

Stirling Council complies with its obligations by keeping your personal data up to date; by storing and destroying it securely; by not collecting or retaining excessive amounts of data; by protecting personal data from loss, misuse, unauthorised access and disclosure and by ensuring that appropriate technical measures are in place to protect personal data.

We will collect the following data:

Names, Date of birth, Year group, School/Nursery, Email addresses, MIS identifier, pupil/teacher identifiers.

We will use your personal data for the following purposes:

To provide interactive, accessible and collaborative learning experiences for children and young people; to support teachers to work innovatively and collaboratively.

What is the legal basis for processing your personal data?

Public Task

Sharing your personal data

Your personal data will be treated as strictly confidential. Other Glow users will be able to see some data (not including home email addresses, dates of birth or MIS identifiers). Education Scotland will have access to all of the data provided.

How long do we keep your personal data?

Your data will be deleted after 9 months after the account is deactivated.

Your rights regarding your personal data

You have various rights with respect to your personal data, including:

- The right to be informed about how we will use your personal data.
- The right to access a copy of any personal data we hold about you.
- The right to have personal data rectified if it is inaccurate or incomplete.
- The right to request the deletion or removal of personal data.
- The rights to restrict and object to processing of personal data.
- The right to obtain and reuse your personal data for your own purposes.
- Rights in relation to automated decision making and profiling.
- The right to withdraw your consent for the processing of your personal data.
- The right to lodge a complaint with the school/nursery, Stirling Council, and/or the Information Commissioner's Office.

Further processing

If we wish to use your personal data for a new purpose that is not covered by this Privacy Notice, we will issue a new notice explaining this new use. Where necessary, we will seek your prior consent to the new processing.

Contact details

Stirling Council: Schools, Learning and Education

Stirling Council Data Protection Officer: Kevin O’Kane - dataprotection@stirling.gov.uk

Information Commissioner’s Office

Helpline - 0303 123 1113

Email - casework@ico.org.uk

Website (including contact form and live chat) - <https://ico.org.uk/global/contact-us/>

Education Statistics Privacy Notice

Annual Data Check

On an annual basis schools request that parents and carers update the information that they hold for administrative purposes. It is important that this information contains up to date details as the school may use it in the event of an emergency. This information is also used to submit secondary school pupils for SQA examinations.

When you receive an Annual Data Check you should make any corrections or additions in pen and return to your child's school.

If you move address or change your mobile phone number please remember to notify the school.

Pupil record information is used in accordance with the Council's Data Protection Notification.

Transferring Educational Data about Pupils

The Scottish Government and its partners collect and use information about pupils in schools (e.g. the number and characteristics of pupils, their attendance, absence and exclusions, their attainment and their destination when leaving school) to help to improve education across Scotland. This note explains why we need this information, how we use it and what we do to protect the information supplied to us.

Why Do We Need Your Data?

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

Accurate and up-to-date data allows us to:

- Plan and deliver better policies for the benefit of all pupils.
- Plan and deliver better policies for the benefit of specific groups of pupils.
- Better understand some of the factors which influence pupil attainment and achievement.
- Share good practice.
- Target resources better.
- Enhance the quality of research to improve the lives of young people in Scotland.

Data Policy

Information about pupils' education is collected through our statistical surveys in partnership between the Scottish Government and Local Authorities through the ScotXed Programme which aims to help schools and Local Authorities by supporting efficient collection, processing and dissemination of statistical information. The Scottish Government then provides analysis of the data to support research, planning, management and monitoring of education services as well as to produce National Statistics publications.

Education data within Scottish Government is managed effectively by secure systems and is exploited as a valuable corporate resource, subject to confidentiality restraints. As part of its data policy, Scottish Government will not publish or make publicly available any information that allows individual pupils to be identified, nor will data be used by Scottish Government to take any actions in respect of individuals. Data is held securely and no information on individual pupils can or would be made publicly available by Scottish Government.

The individual data about pupils in schools collected by Scottish Government through statistical surveys is used only for the statistical and research purposes for which it is collected.

Your Data Protection Rights

The collection, transfer, processing and sharing of ScotXed data is done in accordance with the Data Protection Act (2018). We also comply with the National Statistics Code of Practice requirements and other legislation related to safeguarding the confidentiality of data. The Data Protection Act gives you the right to know how we will use your data. This note can give only a brief description of how we use data. Fuller details of each individual ScotXed survey, including the purpose of each and the published data, can be found on the ScotXed website (<http://www.gov.scot/Topics/Statistics/ScotXed>). Pupil names and addresses (other than postcode) are never collected in any ScotXed statistical survey.

Scottish Government works with a range of partners including Education Scotland, Skills Development Scotland and the SQA. On occasion, in order to help meet our aim of improving the life of young people in Scotland, we may make individual data available to partners such as the National Registers of Scotland to carry out research relating to the national population census and also to academic institutions and organisations to carry out additional research and statistical analysis which helps inform policy development and contributes to improving outcomes for Scotland's people. In order to carry out this research to support better decisions, policy making and practice, data may be linked to information from other sources. Further information on Scottish Government's use of data can be found here (<https://www.gov.scot/Topics/Statistics/ScotXed/SchoolEducation/ESPrivacyNotices>).

Any sharing or linkage of data will be done under the strict control of Scottish Government, and will be consistent with our data policy and the National Data Linkage Guiding Principles. This will ensure that no individual level data will be made public as a result of the data sharing and that these data will not be used to take any actions in respect of an individual. Decisions on the sharing or linkage of data will be taken in consultation with relevant colleagues and individuals within and outwith Scottish Government. At all times pupils' rights under the Data Protection Act and other relevant legislation will be ensured.

Concerns


If you have any concerns about the ScotXed data collections you can email the Head of Schools Analysis, Mick Wilson, at mick.wilson@scotland.gsi.gov.uk or write to Education Analytical Services, Area 2D, Victoria Quay, Leith, EH6 6QQ.

Parentzone

Parentzone Scotland is a unique website for parents and carers in Scotland, from early years to beyond school. The website provides up-to-date information about learning in Scotland, and practical advice and ideas to support children's learning at home in literacy, numeracy, health and wellbeing and science.


Information is also available on Parentzone Scotland regarding additional support needs, how parents can get involved in their child's school and education. Furthermore, the website has details about schools including performance data for school leavers from S4-S6; and links to the national, and local authority and school level data on the achievement of Curriculum for Excellence levels.

Parentzone Scotland can be accessed at <https://education.gov.scot/parentzone>.



**Information and advice on education
and learning for parents in Scotland**

Be at the heart of your child's learning . . .

 **Parentzone**
SCOTLAND

Sign up to receive our Parents and Carers e-bulletins for the latest developments in Scottish education.
edscot.org.uk/p/LQE-391/subscribe
Email: enquiries@educationscotland.gsi.gov.uk
education.gov.scot/parentzone

