

GIRVAN ACADEMY



SCHOOL HANDBOOK 2020 - 2021

62 The Avenue, Girvan, KA26 9DW

☎ 01465 716816

Contents

Page

1. Welcome by Head Teacher	3
2. Contact Details	4
3. Enrolment	8
4. Parental Involvement	8
5. School Ethos	10
6. The Curriculum	11
7. Assessment	19
8. Reporting	20
9. Transition	21
10. Support for Pupils	21
11. School Improvement	29
12. School Policies and Practical Information	29
13. Appendix	41

1. WELCOME BY HEAD TEACHER

Welcome to Girvan Academy. The purpose of the school handbook is to give you information about the school, its aims and the wealth of opportunities it provides for our young people.

We aim to provide an educational experience which will:

- Build self-respect and respect for others
- Develop resilience and self-reliance
- Allow young people to learn independently and collaboratively as part of a group
- To use technology for learning and
- Develop the skills required for learning, life and work in an ever changing world

In order to make this happen, it is essential that we work in partnership with young people and their parents/carers as well as with the wider school community. The work of Girvan Academy depends on such partnerships and parents/carers are encouraged to take an active interest in the life and work of the school. The Parent Council is active in promoting and strengthening the partnerships that exist between home, school and the community.

Moving from Primary to Secondary is always a big step and the Girvan Academy staff will do everything possible to make this transition as seamless as possible for every learner. Throughout this handbook you will find relevant information that will make the transition straight forward.

I hope you find the contents of this Handbook helpful and I look forward to meeting you and your child. Please do not hesitate to contact us here if you require further information.

Elaine Harrigan
Head Teacher



2. CONTACT DETAILS

School Information

Name	Girvan Academy
Address	62 The Avenue GIRVAN KA26 9DW
Telephone Number	Tel: 01465 716816
Email address	Girvan.Mail@south-ayrshire.gov.uk
Website	www.girvanacademy.sayr.sch.uk
Head Teacher	Elaine Harrigan
Denominational status	Girvan Academy is a non-denominational, co-educational secondary school with 509 pupils at the present time.
Gaelic	Teaching by means of Gaelic language is not offered within Girvan Academy
Accommodation and capacity	Capacity The agreed capacity at present is 750. Parents should note that the working capacity of the school may vary dependent upon the number of pupils at each stage and the way in which the classes are organised. <i>(The definition of 'parent' used is the broadly framed definition set out in the 1980 Act which is as follows: 'Parent' includes guardian and any person who is liable to maintain or has parental responsibilities in relation to, or has care of a child or young person. This is a wide definition which can include, by way of example, non-resident parents who are liable to maintain or have parental responsibilities in respect of a child and others with parental responsibilities, e.g. foster carers or kinship carers.)</i>

Catchment Map and Areas

Details of the school's catchment area and street names are available for inspection at the school and parents can also access them on the Council's web site at www.south-ayrshire.gov.uk Catchment map and area (available from the School Management Section, Educational Services, County Buildings, Wellington Square, Ayr KA7 1DR

Useful links to additional information to be found in Appendix 2

Associated Primary Schools

BALLANTRAE PRIMARY SCHOOL Ballantrae	(Head Teacher: Mrs Y Templeton) Tel: 01465 716804
BARR PRIMARY SCHOOL Changue Road, Barr	(Head Teacher: Mrs P Murphy) Tel: 01465 716804
BARRHILL PRIMARY SCHOOL Barrhill	(Head Teacher: Mrs P Murphy) Tel: 01465 716805
COLMONELL PRIMARY SCHOOL Colmonell	(Head Teacher: Mrs Y Templeton) Tel: 01465 716806
DAILLY PRIMARY SCHOOL Main Street, Dailly	(Acting Head Teacher: Mr A Hislop) Tel: 01465 716807
GIRVAN PRIMARY SCHOOL Wesley Road, Girvan	(Head Teacher: Mrs G Ferguson) Tel: 01465 716801
INVERGARVEN SCHOOL Coalpots Road, Girvan	(Acting Head Teacher: Mrs J McManus) Tel: 01465 716808
MAIDENS PRIMARY SCHOOL Shanter Road, Maidens	(Head Teacher: Mrs L Campbell) Tel: 01655 885806

Community Use of the School

A variety of organisations make use of the school in the evenings and at weekends. Individuals or groups wishing to apply for lets should apply in advance to:

Educational Services
South Ayrshire Council
County Buildings
Wellington Square
AYR KA7 1DR
Tel: 01292 612655 - School Let

Senior Leadership Team

Name	Designation
Ms Elaine Harrigan	Head Teacher
Mr Alex Scott	Depute Head Teacher/Named Person
Mrs Elaine McEwan	Depute Head Teacher
Dr Joanne Frew	Depute Head Teacher

School Staff

<p><u>English</u> Mr Craig McClure (PT) Mrs Lesley Crawford Miss Sarah Braidwood Mr Ian Watson Mrs Elaine McEwan (DHT)</p> <p><u>Expressive Arts</u> Mr Jonathan Reed (PT) Mr Callum Johnson Miss Marion Hutchison (PTG) Mr John McNally (Art) Miss Amy Logan</p> <p><u>Guidance</u> Mr Dominic Booth (PTG) Miss Marion Hutchison (PTG) Mrs Kirsty Dupuy (PTG)</p> <p><u>Home Economics</u> Mrs Fiona Baird (PT) Mrs Kathleen McMeikan (0.8)</p> <p><u>Humanities</u> Mrs Joanne Kean – Geography (PT) Mr Stephen Gillespie - History/MS Mr Ian Watson – RMPS Mr Hughes – History/RMPS Mr Alasdair Kelly – MS (0.8)</p> <p><u>Mathematics</u> Mrs Angela Potter (PT) Mr Alan Drennan Mr Cameron Brown Mr Noel Stafford</p>	<p><u>Modern Languages</u> Mr Malcolm Potter (PT) Mrs Nathalie Ceates</p> <p><u>Physical Education</u> Mr Scott Ireland (PT) Mr Dominic Booth (PTG) Miss Marie Hettrick Mr David Strachan</p> <p><u>Pupil Support</u> Mr Alan Muir (PT) Miss Tracy Murray Ms Jacqueline Alcroft Ms Sheona Johnson (0.8) Mrs Trish Newmarch (Cluster) Ms Lorna McNicol (Cluster 0.6) Mrs Christine Robertson (Cluster 0.4)</p> <p><u>Science</u> Mrs Lesley Ferguson – Chemistry (PT) Miss Fiona Tennant - Biology Mr Stephen Lam – Physics Mr Chris Brown – Biology Mr Glen Brown – Biology (0.6) Miss Lauren Eaglesham Biology (NQT) Mr Alex Scott – Chemistry (DHT) Dr Frew – Biology (DHT)</p> <p><u>Technical</u> Mr Richard Barr (PT) Mr Robin Ware</p> <p><u>Technologies</u> Mr Gareth Rae (PT) Mr Robert Elder (Computing) Mrs Kirsty Dupuy (Business Studies)(PTG) Lee Moffat (Computing)</p>
--	---

School Hours and Holidays

The school day is organised as follows:

Day	8.45 - 8.55	8.55 - 9.45	9.45 - 10.35	10.35 - 10.50	10.50 - 11.40	11.40 - 12.30	12.30 - 13.20	13.20 - 14.00	14.00 - 14.50	14.50 - 15.40
Monday	GIRFEC	1	2	Break	3	4	5	Lunch	6	7
Tuesday	GIRFEC	1	2	Break	3	4	5	Lunch	6	7
Day	8.45 - 8.55	8.55 - 9.45	9.45 - 10.35	10.35 - 10.50	10.50 - 11.40	11.40 - 12.30	12.30 - 13.10	13.10 - 14.00	14.00 - 14.50	
Wednesday	GIRFEC	1	2	Break	3	4	Lunch	5	6	
Thursday	GIRFEC	1	2	Break	3	4	Lunch	5	6	
Friday	GIRFEC	1	2	Break	3	4	Lunch	5	6	

Early Finish

Late Finish

Dates of school holidays can be found at

<http://www.south-ayrshire.gov.uk/schools/holidays.aspx>

School Uniform Policy

Given that there is a substantial parental and public approval of uniform, schools in South Ayrshire are free to encourage the wearing of school uniform. In encouraging the wearing of uniform, account must be taken in any proposals to prevent any direct or indirect discrimination on the grounds of race or gender. Any proposals will be the subject of widespread consultation with parents and pupils. Against this background it should be noted that it is the policy of South Ayrshire Council not to insist on pupils wearing uniform or having specialist items of clothing as a prerequisite to their attending and engaging in all of the activities of the curriculum. There are forms of dress, which are unacceptable in school, such as items of clothing which:

- potentially, encourage faction (such as football colours);
- could cause offence (such as anti-religious symbolism or political slogans);
- could cause health and safety difficulties, such as loose fitting clothing, dangling earrings, are made from flammable material for example shell suits, in practical classes;
- could cause damage to flooring;
- carry advertising, particularly for alcohol or tobacco; and could be used to inflict damage on other pupils or be used by others to do so.

The Girvan Academy School Uniform consists of:

- Black School Sweatshirt with Girvan Academy Logo
- White School Polo Shirt with School Logo
- White or black shirt/blouse
- School tie; S1 – S3 Junior Tie; S4 - S6 students must wear a Senior Tie
- Smart, dark grey/black trousers or skirt
- Black jumper or cardigan

School Sweatshirts and School Polo Shirts available from the School Office. Samples are available for parents and pupils to view prior to purchase.

3. ENROLMENT

The main enrolment exercise for primary 1 takes place in January when pupils register for education. At all other times, parents should contact the school office and make an appointment to meet the Head Teacher (unless you are making a placing request, see section Choosing a School).

4. PARENTAL INVOLVEMENT

Girvan Academy Places a strong emphasis on the partnership between parents and the school. We believe that through working together the achievement of our young people can be considerably enhanced. The joint approach ensures that we can obtain the best possible outcome for our young pupils.

Communication with home occurs in a number of ways. E.g. through pupil reports, letters, phone calls, text messages and press items. Much of our communication is also on our website, where parents can find out a lot of information about the academy.

Parents' information evenings and parents' nights are scheduled throughout the year. Dates of these evenings can be found on our website.

Parents may require to contact the school for a variety of reasons, or to discuss concerns. In the first instance contact should be made with the appropriate member of the guidance team.

Parents as partners - Parent Council and parent forum

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

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

All parents/carers are automatically members of the Parent Forum at their child's school. As a member of the Parent Forum all parents can expect to:

- receive information about the school and its activities;
- hear about what partnership with parents means in our school;
- be invited to be involved in ways and times that suit them;
- identify issues they want the parent council, to work on with the school;
- be asked their opinion by the parent council on issues relating to the school and the education it provides;
- work in partnership with staff; and
- enjoy taking part in the life of the school in whatever way possible.

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

The main aims of the Parent Council are to:

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

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

Chair	Mrs S Trotter	C/o Girvan Academy
Vice Chair	Mrs L Forbes	C/o Girvan Academy
Treasurer	Mrs E Denham	C/o Girvan Academy
Secretary	Mrs K Kowalska	C/o Girvan Academy

The Scottish Parent Teacher Council is a national organisation for PTAs and PAs in Scotland, Parent Councils can join too, and it runs an independent helpline service for all parents. They can be contacted by phone on 0131 474 6199, fax 0870 706 5814 or email on sptc@sptc.info or write to SPTC, Mansfield Traquair Centre, 15 Mansfield Place, Edinburgh, EH3 6BB.

National Parent forum of Scotland - enquiry@parentforumscotland.org

The National Parent Forum of Scotland has been set up to give Parent Councils and parents an opportunity to discuss and raise educational issues of mutual interest or concerns at a national level.

5. SCHOOL ETHOS

Girvan Academy is a long established school. It has its origins in the early part of the 1800s when there were two schools serving the local community - the Burgh School and the Parish School which was also known as the Parochial or Grammar School at different times in its history. Around 1812 the two schools merged to form Girvan Higher Grade School which later became Girvan High School and then Girvan Academy.

The past history of the school may be traced by an examination of the old Dux Boards on display in the Theatre. A large number of many well-known local names are to be found on these boards although it is worth noting that the history of the Parochial School goes back some thirty years before the first year recorded on the Dux Board.

In 1988 the latest stage in the development of the Academy was reached with the completion of a new building in the Avenue to replace the Wesley Road building which, despite the addition of hatted areas could not accommodate all pupils.

It is with a background of long and worthy tradition that Girvan Academy endeavours to offer an educational provision that is responsive to the fresh challenges which we all face in our constantly changing world. The principles which guide our work as we move forward are expressed in our visions, values and aims.

SCHOOL VISION:

- To motivate and inspire all of our young people.
- To equip them with the attributes, capabilities and experiences to be successful in life and to reach their true potential.
- To inspire all of our young people to be healthy, happy and achieving.

School Aims:

- To provide the highest quality learning experiences for all of our young people in an inspirational environment.
- To promote an ethos where young people are listened to, respected and supported to reach their potential.
- To promote learners who lead and take an active role in their learning, life and community.
- To enable each of our young people to become:
 - successful learners
 - confident individuals
 - responsible citizens
 - an effective contributors

School Values:

- Respect, responsibility, ambition and community.

6. THE CURRICULUM

Curriculum for Excellence

Curriculum for Excellence has been implemented across Scotland for all 3-18 year olds – wherever they learn. It aims to transform Scottish Education, **raise standards of achievement**, and provide young people with the skills, knowledge and attributes they will need for learning, life and work in the twenty first century. This is encapsulated in the aim to improve the life chances of every young person in Scotland and develop their four capacities as: successful learners, confident individuals, responsible citizens and effective contributors.

Curriculum for Excellence enables professionals to teach subjects creatively, to **work together** across the school and with other schools, to share **best practice** and explore learning together.

Teachers and practitioners will share information to plan a child's 'learning journey' from 3-18, helping their progression from nursery to primary, primary to secondary and beyond, ensuring the change is smooth and builds on what they have learned at each stage. They will ensure that children continue to work at a pace that is appropriate for them but which also challenges and supports them to achieve their very best. Every child is entitled to a **broad general** education, whatever their level and ability. Every single teacher and practitioner will be responsible for **literacy and numeracy** – the language and numbers skills that unlock other subjects and are vital to everyday life. All teachers are also responsible for the health and wellbeing of children and young people.

Curriculum for Excellence develops **skills** for learning, life and work to help young people go on to further study, secure work and navigate life. It brings real life into the classroom, making learning relevant and helps young people apply lessons to their life beyond the classroom. It links **knowledge and skills** in one subject area to another, helping children understand the world and make connections. It develops skills so that children can think for themselves, make sound judgements, challenge, enquire and find solutions.

All pupils are entitled to personal **support** to help them fulfil their potential and make the most of their learning opportunities with **additional support** wherever that's needed.

Broad General Education and the Senior Phase

Courses in S1 and S3

The curriculum from the age of 3 to 15 is determined by the experiences and outcomes within Curriculum for Excellence. Primary and Secondary staff work closely to ensure continuity of provision from P7 into S1. This is achieved in a number of ways:

- visits to primary schools to meet with staff and parents
- visits to primary schools by Guidance Staff and SLT
- liaison between secondary subject staff and P7 teachers to ensure curricular continuity
- transfer of information from primary to secondary
- regular cluster meetings involving heads of all the cluster schools
- an Open Evening which is held in October
- parents evening for P7 parents in June
- 3 day familiarisation visit to the Academy in June
- informal contacts between primary and secondary staff

Pupils in S1 will follow a broad and general education with time allocations for each of the subjects within curricular areas as follows:

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

S1 No of Periods	4	3	2	1
Subjects	English	Science	French	Theatre & Performance
	Maths	Integrated Social Subjects	Home Economics	PSE/Personal Support
			Technical	RE
			Interdisciplinary Learning	Literacy
			Music	Numeracy
			Art	
			PE	

Pupils in S2 will follow broadly similar courses to S1, but will include opportunities for more choice in learning and greater depth in chosen areas.

No of Periods	4	3	2	1
Subjects	English	Science	PE	PSE
	Maths	Modern Languages	Forensics, Film Studies, Band, prep for D of E	Geography
			Art	Modern Studies
			Music	History
			Technical	RE
			Home Economics	Fitness and movement

In S3, we maintain the Broad General Education, but allow for specialisation in subjects within curricular areas.

Sample Option Forms

Girvan Academy

S3 CfEx Learning Choices 2019-20

All pupils will study:

English (4 periods); Maths (4 periods); Core PE (2 periods); RME and PSE course (1 period);

All other Learning Choices will be for three periods per week.



Name	Class
------	-------

Sciences	Languages	Social Studies	Technologies	Expressive Arts	Free choice	
Chemistry	French	Geography	Computing Science	Art	Biology	Home Economics
Biology	Modern Languages for Life and Work (MLLW)	History	Essential Practical Skills (ECS)	Music	History	Music Technology
Physics		Modern Studies	Graphic Communication	Photography	PE	Business Administration (BA)
Science and Well Being (SWB)			Home Economics		Essential Practical Skills (ECS)	Computing Science
					Art	Physics
Choose one	Choose one	Choose one	Choose one	Choose one	Choose two	

SENIOR PHASE OPTION FORM 2020-21



Name _____ Class _____

	A	B	C	D	E	F	G
Enrichment and Adv H	Adv Computing	Adv Physics	Adv Maths	Adv Biol	Adv Chem	Adv English	1 period elective
	Peer Support	Peer Support	Adv Art	Peer Support	Peer Support	Adv Music	
	YASS	Study Time	Peer Support	Study Time	Study Time	Peer Support	
		Sports Leader	Study Time	Sports Leader	Comm Volunteering	Study Time	
Higher National 6	Admin + IT	English	Art	Chemistry	Biology	Art	PE
	Maths		Cyber Security	Computing	Computing	French	Art School
	Computer Games Development		Modern Studies	Graphics	History	Geography	Music
	Sports Academy		Physics	French	Health + Food	Music	Spanish/German
			PE	Music		PE	Silent Study Period
			College A		College B		
National 4/5	English - S4 must choose this option	Maths - S4 must choose this option	Art	Biology	Biology	Art	Core PE- S4 must choose this option
	Admin + IT		Admin + IT	Cake	Computing	Chemistry	
	Automotive	English	Chemistry	Computing	Geography	French	
	Comp Games Dev		Cyber Security	French	Health and Food	Music	
	Maths		Early Ed & Childcare	Graphics	Modern Studies	PE	
	Apps of Maths		History	Metal	Practical Lab Skills	Physics	
			PE	Music	Sport and Recreation	Practical Cookery	Colour coding
				Physics	Enterp +Employ (with Nail Bar)	Photography	
				Travel + Tourism	Wood		
			College A		College B		

Signed _____ (parent/carer)

School Check _____ (Guid/SMT)

Future career plans.....

Completed form to be submitted by
Fri 27th March

College courses over page →

It is important that students opt for the subjects they choose, at the correct level, and in line with South Ayrshire Council policy on presentation. Students should follow the guidelines below regarding general entry requirements. (Exceptions may be made at the discretion of the school if there are special circumstances).

A few courses in S4/5/6 consist on selected NQ units and will have no formal examination. Pupils studying these courses will receive recognition for passing NQ units, but will not have an overall course award. These courses are clearly identified in the option form and in the option booklet.

Progression

National 5 →	Higher
National 4 →	National 5
National 3 →	National 4

While every effort is made to make the best range of provision possible within the school to satisfy the wishes of students, classes may not run if there is insufficient demand or if there is a shortage of staff.

Guidance and Consultation on Choosing Courses for the following year

In the spring of each year, pupils in S2-S5 will receive a booklet providing information on learning choices for their next year of study. They will receive talks from Year Heads and additional guidance via their Guidance Teacher. The School Careers Officer will also have an input. Parents' information evenings provide an opportunity to find out about courses on offer and meet with senior staff to discuss issues.

Presentation Levels

Learning in the Senior Phase is assessed using procedures and processes agreed by the Scottish Qualifications Authority or other awarding bodies. When our young people start the Senior Phase, they are presented at a level of qualification that is appropriate to meet their needs ie: from National 3 to National 7 (Advanced Higher level). Preliminary exams take place annually during January/February time. The outcome of these exams, in conjunction with additional assessment evidence, will form the basis for the final level of presentation for each subject. For young people to progress in their learning above National 5 level, in any given subject through National qualifications, there is an expectation that they will have achieved a C grade or better at the level prior to the one they choose to sit. Evidence demonstrates that young people achieving grades below a C pass may not be successful at the level above. However, exceptional circumstances may occur.

Opportunities for Achievement

School is about much more than just what happens in the classroom. Many staff freely give their own time throughout the year to offer a wide range of opportunities for achievement.

Further details of our wider achievement activities can be found on our website.

Religious and Moral Education

The world around us is in a state of constant change and a major challenge facing us is to identify our place in this world, to give meaning, purpose and value to our lives. It is hoped that many of the experiences gained by pupils as they move through school will help them in their own personal quest to find answers to the important questions and concerns of life. Religious and Moral Education is of particular importance in helping young people to develop a sense of belonging in relation to their place within our world and their contribution to it.

All classes in S1 have one period of RMPS per week. In S2 young people have 2 periods of RMPS and in S3 inputs are delivered via IDL within the English department. In S4, pupils may study National Qualification Courses in Religious and Moral Education. In S5 and S6, students attend tutorials led by our School Chaplains. The topics are chosen by the students and include topics such as “Does God exist?” and euthanasia.

Religious Observance is fostered through the monthly involvement of the School Chaplains in the year group assemblies and the House Assemblies at Christmas and Easter. The Chaplains have also been involved in assisting RE staff in the delivery of RE lessons, and taking small tutorial groups of senior students.

These guiding principles and aims have been drawn up and based on national advice which is set out in SOED Circular 6/9, the Education (Scotland) Act 1980 and SEED Circular 1/2005 and the Scottish Government Circular dated February 2011, ‘Curriculum for Excellence – Provision of Religious Observance in Schools’.

Parents have the right to withdraw their children from Religious Observance or aspects of Religious Education. If a parent wishes to exercise this right they should contact the appropriate Depute Head Teacher. Parents with different faiths or beliefs other than Christianity may request that their children be permitted to be absent from school in order to celebrate recognised religious events. Only written requests detailing the proposed arrangements will be considered. Appropriate requests will be granted on not more than three occasions (days) in any one school session and the pupil noted as an authorised absentee in the register.

Health and Wellbeing

Learning in health and wellbeing ensures that children and young people develop the knowledge and understanding, skills, capabilities and attributes which they may need for mental, emotional, social and physical wellbeing now and in the future. Children and young people have the right feel safe, be healthy and active; to be nurtured; to achieve their potential; to be respected; given responsibility and to be included in the school environment. All staff in the school are pro-active in promoting positive behaviour in the classroom, playground and the wider school community. All pupils receive one period per week of PSE (Personal and Social Education). PSE is central to the development of pupils and to the school’s ethos. Through a managed programme, which combines lessons and special focus events, sections are delivered from the three strands of PSE:

- Health
- Careers
- Lifeskills

Each curriculum area is overseen by a Principal Teacher of Guidance. Each year there is input from the School Nurse.

Promoting Positive Relationships

Promoting positive relationships in school is important if learning is to take place. It is not just a matter of concern for the school. It is important that Staff, pupils and parents must work together to help pupils to take responsibility for their own behaviour.

This is one area where the “Home - School Partnership” is vitally important and where the school relies heavily on parents:

- actively support the school in setting the highest standards in all that it does
- make sure that children come to school regularly, on time and dressed in accordance with school guidelines
- take an active and supportive interest in their children’s work and progress
- support the authority and discipline of the school by reinforcing the school Code of Conduct

Young people themselves have a major responsibility:

- attend school regularly, on time ready to learn and take part in school activities
- aim for the highest standards in all aspects of school life
- co-operate with staff and to abide by the school Code of Conduct
- consider and respect the feelings and property of others in and beyond the school
- care for the environment, inside, outside and beyond the school
- care for furniture, books and equipment provided by the school

Good discipline is very closely linked to many aspects of school life and it must be viewed positively - what should be done to get things right rather than how to react when things go wrong. All staff in Girvan Academy will, therefore, do all they can to:

- develop each individual pupil’s talents as fully as possible
- teach effectively and set high standards in work and behaviour
- care for each pupil when at school as would a good parent
- communicate regularly with parents as a basis for close co-operation between home and school

Each Class Teacher has a major role to play in promoting positive relationships by ensuring that there is good classroom management, that they motivate young people and ensure that they feel happy, safe and respected within the school environment. The Classroom Teacher will use a range of sanctions to promote good order in the classroom e.g. issuing a verbal reprimand, changing a pupil’s seat, issuing a punishment exercise.

Where an incident is more serious or where there is a pattern of poor behaviour, the Class Teacher may refer the pupil to the Principal Teacher. If the Principal Teacher is unable to resolve the matter then the help of a member of the Senior Management Team may be sought. Guidance Staff are made aware of referrals and of action taken. They look for patterns of poor behaviour, often sorting out problems before they become too serious.

On those occasions when pupils fail to respond to the steps which are taken in school, parents will be asked to become involved. We aim to work with the pupil and their parent to resolve issues. We will include specialist staff from external agencies if necessary to ensure that additional support is available to our young people. Any disciplinary sanctions will be applied in a firm and fair manner.

Equal Opportunities and Inclusion

In terms of the United Nations Convention on the Right of the Child (UNCRC) and national law and policy, our school is committed to respecting children's rights to have equal opportunities and to be included.

The national legislation around equal opportunities and social inclusion includes:

- Children and Young People (Scotland) Act 2014
- Educational (Additional Support for Learning)(Scotland) Act 2004 (as amended 2009) "the ASN Act"
- Equality Act 2010
- Disability Discrimination Act 2005
- Human Rights Act 1998
- Children (Scotland) Act 1995

South Ayrshire puts into practice through the following core beliefs:

- **Presumption of mainstream:** All children and young people have the right to an education within a mainstream school (Standards in Scotland's School Act 2000)
- **Most inclusive option:** Wherever possible, children and young people will be provided with an education within their own community and/or within their catchment school (the ASL Act)
- **Staged intervention:** If there are concerns about how a child or young person is coping within a mainstream placement, the model of staged intervention will be followed and this may include Team Around the Child meetings to assess and plan with all available resources (the ASL Act). There is a particular focus in gathering the views of children, young people and their parents relating to the support required to minimise barriers to learning
- **Links to community:** If it is agreed that a placement out with a child's community is appropriate to meet their needs, it is important to consider ways in which a child can maintain links and relationships with peers from their own community (the ASN Act)
- **Involvement of child and parent/carer:** It is vital that the child, young person and parents/carers are involved in all of these processes, and that the child or young person's views are taken into account of in any decisions made. (UNCRC) (the ASN Act) and the Children (Scotland) Act 1995
- **ASN legislation:** all processes and meetings will comply with the timescales of the ASN legislation

Each school has a Pupil Support Coordinator who along with the Named Person (if this is not the same individual) has responsibility to ensure each child's needs are met. They will work alongside Pupil Support staff within their own school and also centrally. Central staff include Inclusion Co-ordinators, ASN Teams, Psychological Services and Quality Improvement Officers.

If you need further information on any of the above teams, contact your school Pupil Support Coordinator.

The provision of opportunities for all pupils to fully develop their individual talents and abilities is central to the aims of the Academy. We aim to ensure that every pupil is provided with such opportunities, regardless of gender, race, colour, creed, ability or circumstances.

The curriculum is reviewed regularly to ensure that it offers equal opportunities to all young people.

7. ASSESSMENT

How is Learning in the Broad General Education Assessed?

Assessment is a central part of everyday learning and teaching for children and young people. Teachers gather evidence on an ongoing and informal basis through asking questions, observing children working together and making comments on their work. Children may assess their own work or that of their classmates. Some assessment is more formal, such as projects, investigations, case studies and tests. The assessment of children's progress throughout primary school and in secondary S1–S3 is based partly on teachers' views: their "professional judgement". In making these judgements, teachers draw on their professional knowledge and understanding of the child using a very wide range of assessment information including standardised assessments.

The professional assessment judgements of teachers are expressed in terms of a child or young person's progress within and through levels. Most children are expected to have achieved the early level by the end of P1, first level by the end of P4, second level by the end of P7 and third level by the end of S3. Many will achieve fourth level by the end of S3.

All schools in South Ayrshire Council have been using standardised assessments, along with a range of other assessment information for several years, to monitor the progress of individual learners and support their learning. From August 2017, new national standardised assessments (SNSA) were introduced in all schools in Scotland. These assessments will provide an additional source of nationally consistent evidence for teachers to use when assessing children's progress.

National Standardised Assessments

Every child in P1, P4, P7 and S3 will undertake national standardised assessments covering some aspects of reading, writing and working with numbers. Assessments will be completed online and will be automatically marked by the online system, giving teachers immediate feedback to help children progress. The assessments will be used to help teachers understand how well your child is progressing with his or her learning and to plan next steps. There will be no pass or fail.

The exercises in the tests are adaptive to your child's response and offer an evaluation of your child's skills in these key areas. In other words, the system is designed so that if a child is struggling with the questions they will get easier, and if a child is doing well the questions will become more challenging.

A time limit of 50 minutes for each assessment has been set. This is an absolute maximum, to ensure that no child feels an unnecessary time pressure when undertaking the assessments. Your child will not be expected to take assessments covering reading, writing and working with numbers in one sitting. In South Ayrshire, national standardised assessments take place when the teacher feels it is appropriate. The assessments will, as far as possible, accommodate the needs of children who require additional support.

How is Learning in the Senior Phase Assessed?

Learning in the Senior Phase is assessed using procedures and processes agreed by the Scottish Qualifications Authority or other awarding bodies.

Tracking and monitoring Progress

The progress of individual learners is tracked and monitored during the session.

Carefully developed methods of assessment are very important for a variety of reasons:

- provide quality feedback to learners
- monitor and track progress in learning
- provide information to those outside the school on learners' progress and achievements
- provide information for use beyond the school, including qualifications and awards

Broad General Education S1 to S3

Continuous assessment is the principal form of assessment used. Pupils are assessed on their coursework on a regular basis. They may be required to complete a special piece of work or to sit a class test. Teachers may observe and listen to pupils or they may supervise practical tests. An important function of the assessment procedures is to diagnose those areas where pupils are experiencing difficulties so that appropriate learning support can be provided.

Senior Phase S4 to S6

In the senior phase (S4 to S6) the relationship between the curriculum and qualifications becomes a key significance. At this stage of the curriculum young people will engage with the qualifications framework and the more formal assessment and certification will take place.

While the opportunity to study for qualifications will be a central feature, there will be other planned opportunities to develop our young people's skills for life and skills for work. The continued promotion of an active and healthy lifestyle will feature in the senior phase.

8. REPORTING

Reporting – how will your child's progress be reported?

Each department builds up a profile of pupil performance by keeping records of continuous assessment, which are summarised annually and reported to parents. The school has developed computerised reporting over recent years and all reports are in computerised format. The arrangements for timing of tracking reports in session 2020/21 are as follows:

Year Group	Tracking Report (1)	Tracking Report (2)	Tracking Report (3)
S1	30/10/20	05/02/21	23/04/21
S2	13/11/20	29/01/21	14/05/21
S3	16/10/20	15/01/21	21/05/21
S4-S6	25/09/20	04/12/20	05/03/21

Parent/Carer Evenings

COVID -19 has had a major impact on our ability to hold traditional parent/carers evenings. To address this we have increased our reporting strategy to communicate progress. When we are able, we will return to face-to-face parent/carers meetings.

Further Opportunities for Consultation

As well as the formal reports to parents, the progress and performance of all pupils is regularly monitored by subject and guidance staff. In the event of any difficulties or problems, parents will be contacted. Parents may also contact guidance staff at any time during the session to make an appointment to come into school to discuss any aspect of his/her child's education.

The Curriculum for Excellence assessment data and the data relating to pupils performance in SQA examinations in the Senior Phase (S4-S6) for South Ayrshire schools is reported to members of the public in the annual performance report, which is published in February each year.

9. TRANSITION

How do we ensure that there is a smooth transition between stages?

Transfer to Secondary School

Pupils are normally transferred between the ages of 11 ½ and 12 ½ to ensure that they will have the opportunity to complete at least four years of secondary education. Parents will be informed of the transfer arrangements no later than December of the year preceding the date of transfer.

10. SUPPORT FOR PUPILS

Getting It Right for Every Child (GIRFEC)

The Children and Young People (Scotland) Act 2014 introduces an approach for all children's services to work together to meet every child's needs. The 'Getting It Right for Every Child' (known as "GIRFEC") Practice Model is an assessment and planning framework which centres on the individual and specific needs of each child. Every child under the age of 18 is entitled to have a Named Person who should be available to help and support the child and do whatever is necessary to promote, the child's 'wellbeing'.

All children have rights in terms of the UNCRC to be Safe, Healthy, Achieving, Nurtured, Active, Respected, Responsible and Included, (sometimes referred to as 'SHANARRI indicators'). All assessments of 'wellbeing' needs or what support and help is needed for a child will take account of these SHANARRI indicators.

If a child needs help or support, the Named Person along with parents/carers and the TAC will assess the child's wellbeing. If the child is receiving additional support or assistance in school, or from other services, (for example from social work; health services or 3rd sector or charity partners) then in consultation with parents/carers the Team Around the Child will assess whether there are any wellbeing needs and if necessary, review the Child's Plan.

How do we ensure that there is someone in school who knows your child and can support them through challenging times?

Additional support for learning

South Ayrshire Council has duties outlined in the Standards in Scotland's Schools etc Act (2000), and the Education (Additional Support for Learning) (Scotland) Act 2004 (As amended). These include the production of a policy for additional support needs; authority arrangements for identification and assessment of additional support needs; preparation of plans (including a CSP where appropriate); maintain and review additional support needs on an ongoing basis. South Ayrshire Council is committed to a policy of inclusion to carry out these duties of support. The authority is also committed to maintaining a range of specialist establishments and services to support the whole continuum of needs.

What are additional support needs (ASN)?

Some children and young people need extra help in school to make progress. It is the duty of the education authority to support all children and young people with additional support needs. Children and young people may need help with their reading or writing; to make sure they can get into and around the school; or to support their learning through difficult family circumstances. Additional support needs can last for any length of time. Further examples of situations where additional support may be needed for a child or young person who:

- has a learning difficulty;
- is highly able;
- has emotional or social difficulties;
- is bereaved;
- is deaf or blind;
- is being bullied;
- is not attending school regularly;
- is 'looked after' by the local authority.

How do we make sure we can meet the additional support needs of pupils in South Ayrshire?

All children and young people may need additional support at some point to help them make the most of their education. Most children are supported through their own class teacher and appropriate class based strategies and supports.

If a pupil needs more help than the class teacher can provide, then a process of providing the right support begins. We call this staged intervention. Staged intervention is our way of assessing, identifying and then providing the necessary additional support and/ or strategies for a child or young person.

Staged intervention can be broken down into the following stages:

Stage 1 (a) - In class support

Where additional supports can be delivered through the use of class based strategies/interventions.

Stage 1(b) – In school support

Where a child's additional support needs require intervention from a specialist teacher (e.g. Additional Support for Learning staff) or targeted support from a School Assistant they will be deemed to be supported at Stage 1(b). An action plan should be created and reviewed.

Stage 2 - Additional support from a service that is universally available

Where support for a child's Additional Support Need cannot be met solely through school based interventions the school and family may seek support from other universal services. The Named Person will contact the appropriate service/agency to discuss/identify what supports are universally available to meet the identified wellbeing need. **Consent from parents and child (12+) will be sought prior to a request being made.** An Action plan will be created and formally reviewed.

Stage 3 - Specialist help from a multi-agency team

At this stage a **wellbeing assessment** will be completed. The Named Person will contact the appropriate multi-agency team, and work in partnership with parents and learners to discuss/identify what targeted supports are required to minimise the barriers to learning. A team around the child meeting (TAC) will be convened to determine how agencies can provide support. All children at Stage 3 will benefit from **at least one targeted support**. Further universal supports may also be part of the support provided to children at this level.

Coordinated Support Plan (CSP)

For a small number of children or young people, a Coordinated Support Plan (CSP) may be needed. This is prepared when there is 'significant' involvement from professionals from one or more agencies out with education that will last for longer than 1 year. For further information see www.enquire.org

Supports available

Educational Services have developed a range of enhanced services to help meet the identified needs of children and young people. These services assist establishments in responding to the additional supports required. These can be accessed throughout the staged intervention process. These supports include:

- Psychological Services;
- Peripatetic Services e.g. Visual Impairment and Hearing Impairment;
- Home Link Team;
- Looked After and Accommodated Service;
- Learning and Inclusion Team;
- School Support Assistants;
- Additional Support for Learning Teachers;
- Home Tutoring;
- Outreach services from Specialist Centres.

Educational Services will also access support, where appropriate, from colleagues within the Health and Social Care Partnership in order to address a range of concerns. Where necessary, establishments can access advice and direct support from e.g. Speech and Language Therapy, Occupational Therapy and Physiotherapy.

How can parents help to support children and young people with additional support needs?

As parents/carers, you will be fully involved in both the assessment of your child's needs and the plan of any outcomes detailed on your Child's Plan. Parent's and children's views should be taken into account and recorded through the Child's Assessment and Plan. Opportunities are also given by South Ayrshire Council to parents/carers to contribute to policy and procedure development including the Additional Support for Learning Parents Forum, engagement during improvement visits and consultation on the Children's Service Plan.

Parents should be fully aware of and be involved in the arrangements to support their children. They can bring supporters or advocates to any meeting at school to discuss their child.

What role do children and young people play?

All children and young people will have the opportunity to make their views known about decisions that affect them. Children and young people's views should be taken into account and recorded through the Child's Plan. They will be encouraged to take part in any meeting where people are discussing them. They will help to set their own targets and to review these.

How can parents make requests for assessment?

Assessment is a process of gathering information to inform and direct strategy and intervention to support a child's additional support needs. It should take account of a child's strengths and areas of difficulty. Assessment can take the form of observations, samples of work, specific assessment tools, discussions with staff involved with children, discussion with the child and parents, etc

As a parent or carer you will be fully consulted and kept informed at all stages of the assessment process by the Pupil Support Co-ordinator or Named Person.

The Education (Additional Support for Learning) (Scotland) Act (2004) makes sure that parents or young people can ask an education authority to arrange for an assessment or examination. The request can be for an educational, psychological or medical assessment or examination. Requests for assessment must be in writing or some other permanent form which can be referred to in the future. The request should contain the reasons for the request and the education authority must meet this request unless it is unreasonable. Parents can expect a response to such requests within four weeks and will be notified of the person in the authority who is dealing with the request. These requests should be sent to the Inclusion Co-ordinator.

What can parents do if they don't agree with the authority?

Initially parents should discuss their concerns with the head teacher of their child's school. If this is not possible, parents can also speak to the Quality Improvement Officer for their child's school.

Parents can also use 'Listening to You'. This is an online service which allows you to log concerns and complaints. See www.south-ayrshire.gov.uk/listeningtoyou

If the above has been exhausted there are more formal avenues to resolve concerns and disputes including mediation, appeals and tribunal processes. Information on these will be available in schools and also from the education authority.

Where can parents get support and information relating to additional support needs?

If parents and young people are still unhappy at the decision, then they should be assisted to know their rights to seek alternative methods of resolving the matter, through mediation, for example or to make a reference to the Additional Supports Needs Tribunal for Scotland. Telephone numbers and webpages are listed below.

Quality Improvement Manager

County Buildings
Wellington Square
AYR
KA7 1DR
Tel: 01292 612504

Principal Educational Psychologist

Queen Margaret Academy
Dalmellington Road
Ayr
KA7 3TL
Tel: 01292 612819

Co-ordinator (Inclusion)

Educational Services
County Buildings
Wellington Square
Ayr
KA7 1DR
Tel: 01292 612426 or 612292

Enquire

Scottish Enquire helpline: 0845 123 2303
Textphone: 0131 22 22 439
Email: info@enquire.org.uk
Enquire, the Scottish advice service for Additional Support for Learning provides free, independent and impartial advice through its helpline.

Scottish Child Law Centre

54 East Cross Causeway
Edinburgh
Midlothian
EH8 9HD
Tel: 0131 667 6333
Email: enquiries@sclc.org.uk

The Scottish Child Law Centre provides free legal advice and information for and about children and young people.

Resolve

Children in Scotland
5 Shandwick Place
Edinburgh, EH2 4RG
Tel: 0131 222 2456

Advocacy Service

John Pollock Centre
Mainholm Road
Ayr, KA8 0QD
Tel: 01292 285372

Psychological Service

Educational Psychologists have five key elements to their service delivery including:

- Consultation and advice;
- Assessment;
- Intervention;
- Research and training;
- Policy development;

This can be delivered at different levels, from that of the child to the school or to the local authority. For example, the Educational Psychologist can work with school staff and parents/carers to assess a child's strengths and difficulties as well as work directly with a child/young person to provide support. They can also work with school staff to support them to develop policies and supports that will benefit all of the children in a school such as behaviour policies, playground supports, etc.

The Educational Psychologist will work collaboratively with many different people to improve the educational outcomes for children and young people. Much of their work involves consulting and working through others, especially those who see the child/ young person on a regular basis such as school staff and parents/ carers.

The Psychological Service works within South Ayrshire's staged approach to supporting young people with additional support needs. The first stage of the process involves support at the classroom level by class teachers and other support staff based within the school. If a school wish to consult or chat to the Educational Psychologist regarding a child, school staff will always ask parental permission first. Once this is provided, the school or psychologist will keep the parent or carer up to date with discussions although it is likely that the parent will be involved in discussions.

If a parent wishes to request the involvement of an Educational Psychologist, they should discuss this initially with staff at their child's school. This could be their child's class teacher or the school's Pupil Support Coordinator. The school can then consider what preliminary assessments and interventions may be required to support your child. If further advice or intervention is required schools can arrange a consultation with the school's educational psychologist. See the service's website for further details on what a parent can expect from a consultation with an educational psychologist.

Educational Psychologists maintain consultation notes for children who have been discussed but only open Psychological Service case files if there is to be direct work with a child or family or there is a high frequency of consultations required. Again parental permission is sought prior to opening a Psychological Services case file.

Further details on the service can be found on their website: www.eps.south-ayrshire.gov.uk

Information Sharing

In South Ayrshire educational establishments /schools we work closely with partner services including in health, social work, police, Children's Reporter, 3rd sectors and charities to ensure that children and families receive the help and support they need as quickly as possible. To improve the quality of the services we all provide, we may wish to share information about your child. You may therefore be asked for your agreement to share this information with relevant services. You have a choice about whether or not your child's information is shared and have the right to refuse to give your consent, in most cases.

In exceptional cases, where we consider that any child is at risk of harm, we may share information, without consent to protect them. All members of staff working in South Ayrshire educational establishments /schools are trained to follow child protection procedures.

If you would like further information please refer to the Ayrshire GIRFEC website: <http://www.girfec-ayrshire.co.uk/home/> and the [Guide to information Sharing for parents/carers in Ayrshire and Arran](http://www.girfec-ayrshire.co.uk/wp-content/uploads/2014/08/GIRFEC-Parents-and-Carers-e-guidance-June-2017.pdf). <http://www.girfec-ayrshire.co.uk/wp-content/uploads/2014/08/GIRFEC-Parents-and-Carers-e-guidance-June-2017.pdf>

Child Protection

Procedures and guidance are important but cannot, in themselves, protect children; a competent, skilled and confident workforce, together with a vigilant public, can. School staff provide support to children and young people in their daily work and have a vital role to help protect them from harm. School staff help keep children and young people safe and well by:

- helping them learn about their personal safety, including internet safety;
- being a trusted adult who children and young people may turn to for help, and who will take them seriously;
- identifying when children and young people may need help; and
- understanding the steps that must be taken when there are concerns for children's and young people's safety.

The school has a Child Protection Co-ordinator who will co-ordinate the school's response to concerns for children's and young people's safety and where they may be at risk of significant harm. The Authority has a designated officer for Child Protection who will ensure schools work effectively to keep children safe and well.

If you have any concerns about the safety and wellbeing of a child or young person, including a 'gut feeling', talk about this to the school's Child Protection Co-ordinator or another member of staff.

The named person in our school is Mr Alex Scott.

Physical Intervention

Girvan Academy follows South Ayrshire Council's Children & Community procedures which are contained in the C&C document "Guidelines on the Use of Physical Intervention": The ethos of Girvan Academy is such that the use of physical intervention should not be necessary. If it becomes necessary in exceptional circumstances to use physical intervention, it will be an act of care and not a punishment

Definition of Physical Restraint

- 1 Physical intervention is the positive application of force with the intention of controlling a pupil's behaviour in order to protect him/her from harming him/herself or others or seriously damaging property. (Damage to property is not an adequate ground for physical intervention unless the consequences of the damage are likely to be serious e.g. fire-raising. Members of staff should not place themselves in personal danger merely to safeguard property.)
- 2 Physical restraint occurs whenever a member or members of staff intentionally, using force, physically restrict a pupil's movements against his/her will

Procedures

- 1 Before resorting to physical intervention staff will have tried all alternatives and especially those which have been successful in the past in preventing the pupil's behaviour from becoming a danger to him/herself or others
- 2 Acceptable forms of physical intervention for use in South Ayrshire Schools will be limited to minimum force necessary to prevent a greater or significant harm
- 3 Where it can be predicted that physical intervention may be necessary with an individual, the strategies to be used will be devised and recorded in the individual pupil's Behaviour Support Plan. This should be done in conjunction with the parents and, where appropriate, the pupil.
- 4 Where it has been necessary to use physical intervention, the incident will be discussed with the pupils and his/her point of view recorded.
- 5 Parents/carers will be informed when physical intervention has been used and will be given the opportunity to discuss the matter with school staff.

Staff training needs will be identified and suitable information and training provided as appropriate.

Behaviour Support

Pupil Support staff provide help to those pupils whose behaviour is such that it may hinder their own progress and that of others. Pupil Support and Guidance staff work very closely to provide a range of support systems which are designed to allow pupils experiencing difficulty to manage their own behaviour both within and outside the classroom. Support is also provided for pupils who have attendance problems or social or emotional difficulties.

11. SCHOOL IMPROVEMENT

Through self-evaluation, we identify our priorities for improvement. This information is collated into our School Improvement plan. Paper copies are available for parents/carers, however an online version can be seen at www.girvanacademy.sayr.sch.uk on school website.

A record of our main achievements in the previous session is contained in our Standards and Quality Report (which can be accessed on our school website). A summary of SQA performance over the last 3 years is detailed below.

Attainment:

	2018	2019	2020
5 or more qualifications at SCQF level 3	93%	87%	90%
5 or more qualifications at SCQF level 4	84%	79%	87%
5 or more qualifications at SCQF level 5	35%	38%	49%
1 or more qualifications at SCQF level 6	62%	58%	48%
3 or more qualifications at SCQF level 6	32%	37%	27%
5 or more qualifications at SCQF level 6	8%	19%	19%
1 or more qualifications at SCQF level 7	10%	9%	12%

12. SCHOOL POLICIES AND PRACTICAL INFORMATION

School/Community Links

The learning experiences of our pupils are extended in a variety of ways through the links which have been established with the wider community of the school including:

- providing entertainment for the community through shows and other special events
- links with the Girvan Academy Parent Council and the Crime Prevention Panel
- practical service through the community involvement
- links with the business world
- provision of work experience placements for students
- Services to the community, through visits to care centres and support to local events
- fund raising activities to support local national charities

You can keep up to date with our pupils' wider experiences on our website.

In a small town such as Girvan, such links are of particular importance in ensuring that the school is seen as playing an active role in the life of the community. We are very proud of the links that have been established with the community and are grateful for the wholehearted support which we enjoy from the community.

Girvan Cluster

Girvan Academy and its partner schools work together as part of the Girvan Cluster and Girvan Academy is very much a Learning Community. The education of young people involves a large number of people and the main aim of a Learning Community to ensure that all of the following people/agencies work together to give all young people the best possible chance of success:

- Pupils
- Parents
- School staff
- Community Education, Psychological Services, Social Work, Health Promotion Unit, School Nurse
- Industry and Commerce
- Educational Services and other South Ayrshire Council departments
- The wider community

Achievements of the School

Girvan Academy has always encouraged pupils to participate as much as possible in events and competitions at local, regional and national level. Over the years many pupils and students have gained enjoyment and satisfaction and had a considerable measure of success in academic, sporting, leisure and cultural events both on an individual and on a team basis.

Homework Policy

Home Learning Policy

Home Learning is an essential part of any course taught at Girvan Academy. It reinforces the learning within the classroom and provides opportunities for consolidation and extension at home. It also provides opportunities for the development of Core Skills and supports the development of pupils' self-discipline in that it requires them to take responsibility for organising, prioritising and completing tasks within a set timescale. Our full Home Learning Policy is available on our website.

In S1 and S3, the pattern should be set for the following years. Most Home Learning issued at this stage will be in the nature of consolidation of work already covered in class and the furthering of knowledge and interest by reading and investigation.

In S4 to S6 the demands of SQA work require that more time is devoted to assimilating facts and information from notes or text books. Pupils must also develop their ability to apply theory and methods already taught, by continued practice at home.

In S5 and S6, for Higher work in particular, the increased volume and rate of work demands that even more time must be spent in private study. As pupils progress through the school they have to accept an increasing responsibility for the planning of their own private study and, to encourage this aspect of development, the term "student" is used for those who choose to continue voluntarily with full time education in school.

Show My Homework

Homework is now available via Show My Homework which can be accessed via web and mobile technologies.

Private Study is very important for all pupils because it develops the capacity to study on one's own without immediate help. Even if no set homework is given, pupils are expected to read over work done in class and to work on areas of weakness. Any points of difficulty can be identified and cleared up at the next meeting with the class teacher. Revision of work at home should be ongoing throughout the session and must not be left to the last few days before examinations.

Study Support

A Study Support Scheme has run in Girvan Academy for a number of years.

The aim is to provide an opportunity for pupils to undertake additional study after school. Pupils have access to staff and resources and may use the time to complete homework, prepare for examinations and to complete projects and investigations.

Pupil Voice

Consultation with pupils about their views on their school environment and their learning is important and valuable to our school. We recognise that giving young people a "voice" as partners in the process of school improvement, leads to more effective learning organisations.

Pupil Councils are one means of ensuring that young people develop positive attitudes and an opportunity to take part in "real life" decision-making within their own school setting.

Choosing a School

Under the placing request arrangements parents have the right to choose a school other than the catchment denominational or non-denominational school for their area. This is known as a placing request and application forms can be obtained from the school office or Educational Services, County Buildings, Wellington Square, AYR KA7 1DR, telephone 01292 612465. Unfortunately, it is not possible to guarantee that a placing request will be successful but parents will have the right of appeal should it be unsuccessful. Full details of the placing request arrangements are contained in the application form or on the Council website: <http://www.south-ayrshire.gov.uk/schools/placing-requests.aspx>

You should be aware that if you decide to make a placing request your child would no longer be automatically considered for a place in their catchment school.

Attendance

Section 30 of the 1980 Education Act lays a duty on every parent of a child of 'school age' to ensure that their child attends school regularly. Attendance must be recorded twice a day, morning and afternoon. In Secondary schools' attendance is recorded each period.

Regulation 7 of The Education (Scotland and Placing Information) (Scotland) Amendment etc Regulations 1993 requires each child/young person's absence from school to be recorded in the school register as authorised: e.g. approved by the authority, or unauthorised; e.g. unexplained by the parent (truancy) or excluded from school.

Family Holiday not Authorised by the School

Family holidays taken during term time will be categorised as unauthorised absence. Only in exceptional and very limited circumstances will schools authorise a family holiday during term time. Such circumstances may include:

- A family holiday judged to be important to the well-being and cohesion of the family following serious or terminal illness, bereavement or other traumatic events
- Where a parent's employment is of a nature where school holiday leave cannot be accommodated (e.g. armed services or emergency services)

Where parents are in the emergency services and routinely take holidays out with the school holiday when the option is available of taking leave during the school holiday, the absence will be considered unauthorised.

A family holiday classified under the 'authorised absence' category should not include such reasons as:

- The availability of cheap holidays
- The availability of desired accommodation
- Poor weather experienced during school holidays
- Holidays which overlap the beginning or end of term
- Parental difficulty obtaining leave (with local judgement applied in cases where evidence is provided by the employer that it cannot accommodate leave during school holidays without serious consequences)

Extended Leave with Parental Consent

Almost all family holidays will be recorded as unauthorised absence extended leave with parental consent will not be considered the same as a family holiday. Extended leave with parental consent will be recorded separately outside the figures for attendance and absence, and include circumstances such as:

- Extended overseas educational trips not organised by the school
- Short-term parental placement abroad
- Family returning to its country of origin (to care for a relative, or for cultural reasons)
- Leave in relation to the children of travelling families

Advice to Parents

Schools will follow-up all instances of pupil non-attendance in order to accurately record the reason for absence using the above coding system. **It would be extremely helpful in this regard, if parents contact school at the beginning and end of the absence period** – indicating their awareness of the absence and reason for absence at the beginning of the period and expectation of return to school at the end of the absence period. Where no information is provided absences will be considered to be unexplained and therefore recorded as unauthorised.

Routine and Expected Visits Out with School

Girvan Academy recognises the need for young people to be regularly involved in outdoor activities and learning which will involve visits out with the school. These visits will be routine and are expected part of the Curriculum for Excellence. Routine and expected visits will be to local venues, involve easily managed activities, happen on a regular basis and be completed within regular school times.

Parents/carers will be advised about the general plans for routine and expected visits. However, you will not necessarily be informed every time your child goes out with the school. Parental consent for these visits is given via the annual parental consent which is issued to parents at the beginning of each new session.

Parental complaints procedure

A complaint is an expression of dissatisfaction by one or more members of the public about the Council's action or lack of action, or about the standard of service provided by or on behalf of the Council.

If you have any comments or complaints please approach the Head Teacher in the first instance. If the Head Teacher does not resolve the issue to your satisfaction, you should:

- Visit one of South Ayrshire Council's Customer Service Centres, or any local office.
- Phone South Ayrshire Council Customer Services Team on 0300 123 0900
- E-mail: listeningtoyou@south-ayrshire.gov.uk
- Write to: Customer Services, South Ayrshire Council, Freepost NAT 7733, Ayr, KA7 1DR

Anyone can make a complaint to us, including the representative of someone who is dissatisfied with our service.

School Meals and Free School Meal Information

Girvan Academy canteen offers a wide range of food including healthy snacks to sit down midday meals. Pupils have their own accounts, and money can either be put on their account manually or through Online School Payments, if a pupil is entitled to a free meal the allowance will be added automatically. Pupils may also bring their own packed lunches into the canteen. The canteen is also open at morning break for snacks and drinks.

Please inform the canteen supervisor if you have any special dietary needs.

The current criteria for entitlement are included below, however this is reviewed annually in April and updated information is available on the Council website <http://www.south-ayrshire.gov.uk/schools/meals/free-school-meals.aspx>

Children of parents receiving Income Support, Job Seekers Allowance (Income Based), Child Tax Credit (only where income is less than **£16,105**), Child Tax Credit and Working Tax Credit (where income is less than **£7,330**), **Universal Credit** where earned income is £610 or less per month, income related element of Employment and Support Allowance and support under part V1 of the Immigration and Asylum Act 1999, are entitled to a free school meal. Information and on-line application forms for free school meals can be accessed from the above link.

Clothing Grant Information

The current criteria for entitlement are included below, however this is reviewed annually in April and updated information will be available on the Council website <http://www.south-ayrshire.gov.uk/schools/clothing-grant.aspx>

Children of parents receiving Income Support, Job Seekers Allowance (Income Based), Child Tax Credit (only where income is less than **£16,105**), Child Tax Credit and Working Tax Credit (where income is less than **£16,105**, **Universal Credit** where earned income is £1342.08 or less per month. Income related element of Employment and Support Allowance, Council Tax Reduction, Housing Benefit and Support under part V1 of the Immigration and Asylum Act 1999 are entitled to a clothing grant. Information and on-line application forms for clothing grants can be accessed from the above link.

Education Maintenance Allowance (EMA)

Pupils who stay on at secondary school after the statutory leaving age may be eligible for an Education Maintenance Allowance. The allowance is subject to a learning agreement between the pupil and the school.

Information and on-line application forms can be accessed from the following link www.south-ayrshire.gov.uk/schools/maintenacne-allowance.aspx

Transport Guide to Parents

South Ayrshire Council has a policy of providing free transport to all secondary pupils whose main address is more than three miles and primary pupils whose main address is more than two miles from their catchment school by the recognised suggested suitable walking route. Parents who consider they are eligible for free school transport should complete the online Free School Transport Form which can be obtained via <https://www.south-ayrshire.gov.uk/schools/school-transport.aspx> Applications should be completed and submitted by the end of February for those pupils beginning school in August to enable appropriate arrangements to be made.

Strathclyde Partnership for Transport (SPT) organise mainstream school transport on behalf of South Ayrshire Council. If you have any concerns or complaints relating to the service provided you should contact the school who will forward your complaint to SPT alternatively you can e-mail SPT at school.transport@SPT.co.uk.

Applications may be submitted at any time throughout the year but may be subject to delay whilst arrangements are made. The appropriate officer has discretion in special circumstances to grant permission for pupils to travel in transport provided by the authority, where spare places are available and no additional costs are incurred.

Children who have Additional Support Needs and/or particular medical conditions may also be entitled to free school transport. The school can advise you on how to access this support.

Where free 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 limit (see above paragraph). It is the parent's responsibility to ensure that their child arrives at the pick-up point in time. It is also the parent's responsibility to ensure their child behaves in a safe and acceptable manner while boarding, travelling in and alighting from the vehicles. Misbehaviour could result in your child losing the right to free transport.

The education authority does not provide transport for those pupils in receipt of a placing request.

Seatbelt Statement

All dedicated home to school transport services operating within South Ayrshire and all transport used to provide educational off-site visits must be fitted with seatbelts. All children and young people are expected to use the seatbelt provided and remain seated with their seatbelt fastened for the duration of the journey.

Strathclyde Partnership for Transport will monitor compliance with these requirements on all dedicated home to school transport services through roadside inspections. School staff will monitor compliance with these requirements on vehicles used to provide educational off-site visits.

Signage will be prominently displayed in vehicles or an announcement will be made by drivers to remind children and young people that seatbelts are provided on the vehicle.

South Ayrshire Council, transport contractors and school staff will work in partnership to promote the wearing of seatbelts across the Authority. Parents should also encourage their children to wear the seatbelts provided.

Privileged Seats

Pupils who are not entitled to free school transport may apply for a privileged seat. A privileged seat is where there is a vacant seat on a dedicated school contract. Parents can make an application for a privileged seat by submitting a letter to Educational Services, County Buildings, Wellington Square, AYR KA7 1DR at any time during the year. Parents should note that privileged seats are allocated in October and are not available on local service contracts. Privileged seats can be withdrawn if an entitled pupil requires transport and cease at the end of each school session.

Insurance

South Ayrshire Council holds Public Liability, Employers' Liability and Officials Indemnity Insurance. In addition, South Ayrshire Council has an on-site and off-site activities insurance policy. Further information regarding insurance and an appropriate claim form can be obtained from the school or Educational Services, County Buildings, Wellington Square, AYR KA7 1DR, telephone 01292 612294.

Valuable Items

The Council is concerned at the level of claims being received regarding the loss of pupils' clothing and/or personal belongings. Parents are asked to assist in this area by ensuring that valuable items and unnecessary expensive items of clothing are not brought to school. Parents should note that the Council does not carry insurance to cover loss of such items and any claims submitted are likely to be met only where the Council can be shown to have been negligent.

Use of Mobile Phones

Girvan Academy acknowledges that almost all pupils have mobile phones in school. Mobile phones should be on silent mode in class and should not be used to photograph or record pupils and staff without their consent. No mobile phones are allowed in exam rooms during the SQA exam period. Pupils found with a mobile phone in an SQA exam risk having their exams annulled.

Use of Social Media

Online social media tools can be excellent for supporting teaching and learning, providing exciting opportunities for schools to engage, communicate and collaborate with pupils and the wider community. Their use is carefully considered by the school to ensure the safety of the school community. The benefits of using social media tools should significantly outweigh any concerns and schools should be able to demonstrate the steps they have taken to reduce any identified risks.

In South Ayrshire we want to support collaboration amongst teachers and pupils and therefore we promote and support the use of the common platform, Glow. If pupils are using online communities where they self-register the school will encourage them to read and follow the terms and conditions of the site and ensure they are aware of how to stay safe online. When using any form of social media to communicate with pupils (including Glow) staff will ensure that they:

- Only share information that you would be willing to share in school or a school-related setting:
- Maintain a formal, courteous and professional tone when communicating with pupils:
- Maintain professional boundaries:
- Do not exchange personal information such as phone numbers and personal e-mail addresses:
- Do not discuss their private and personal relationships with pupils:
- Take care to avoid becoming personally involved in pupils' personal affairs:
- Decline pupil-initiated 'friend' requests:
- Manage their privacy settings and keep them under review:
- Report any inappropriate use of social media by a pupil or concerning a pupil to their Head Teacher or line manager:

The school has a clear and documented process in place for the reporting and recording of inappropriate use of social media.

Health and Medical Information

Parents should ensure they have given the school a contact number and in addition the name and number of an emergency contact. Information should be given on any medical matters pertaining to pupils. If a young person takes ill at school, Guidance Teachers will make contact with home to make suitable arrangements.

Health Promotion and Nutrition

Children and young people need the right balance of food and nutrients to develop and grow. Healthy Eating is about getting that balance right and all our menus are nutritionally analysed to meet the Scottish Government Schools (Health & Nutrition) (Scotland) Act 2007 and promote key messages to improve diet to positively influence current and future health.

The Schools (Health Promotion and Nutrition) (Scotland) Act 2007 and the Nutritional Requirements for Food and Drink in Schools (Scotland) Regulations 2008 build on the achievements of Hungry for Success by establishing standards for all food and drink in schools.

The focus is on getting the balance right and helping pupils make informed choices. A wide range of appealing healthy food and drinks are promoted through marketing, education and active encouragement. We educate and encourage children and young people to opt for healthier choices, not only in school but also outside school.

Further guidance can be found at:

www.scotland.gov.uk/Resource/Doc/222395/0059811.pdf

Data Protection Act

When you enrol your child at school or early years centre you are required to provide some personal information about yourself and your child in order to access services provided by Educational Services.

How we will use your information about you and your child

All personal data processed by Educational Services staff. We will only collect personal data from you that we need in order to provide educational services and oversee the provision of these services to your child. We will use your personal data to contact you; if the school requires to discuss your child's education, in an emergency and to keep you fully involved in your child's educational journey.

Who we share your information with

Your child's personal information will only be shared where it is appropriate to do so in order to ensure full access to services such as national assessments, health promotion, transport, school meals, careers and online services.

In addition the Council has a duty to protect public funds and to this end, we may check the information you have given with other information we hold, share your information with other Council Services and share your information with other local authorities, for the purpose of protecting public funds and to prevent or detect fraud or crime.

What are my rights?

You have various rights in relation to the personal data that the Council holds about you. This includes the right to ask us to provide you with access to your personal information and to rectify any inaccuracies contained within the personal information. For more information about these rights please see the full privacy notice.

If you have a complaint

If you are unhappy with the way the Council has dealt with your personal data, you can complain to the Council's Data Protection Officer:

Data Protection Officer, Information Governance Team, Legal & Democratic Services, County Buildings, Wellington Square, Ayr KA7 1DR.

Email: DataProtection@south-ayrshire.gov.uk | Telephone: 01292 612223

If you remain dissatisfied, you have the right to complain to the Information Commissioner:

Information Commissioner's Office, 45 Melville Street, Edinburgh, EH3 7HL

Email: scotland@ico.org.uk. | Telephone: 0131 244 9001 | (<https://ico.org.uk/for-the-public/>)

If you have no Internet Access

Please contact us at the above postal address or telephone number if you wish a copy of any of the above information and you do not have access to the internet. We will provide you with a hard copy of the information.

How to access our full Privacy Notice

The Educational Services full privacy notice is available from the school website or please ask staff in the school office and they will provide you with a hard copy.

Education Statistics Privacy Notice

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

The full Education Statistics Privacy Notice can be found at the undernote link or by requesting a copy from the school office.

<https://www.gov.scot/topics/statistics/scotxed/schooleducation/ESPrivacyNotices>

Your Rights and Further information

Parents have the right to request access to their child's education record under the Pupils' Educational Records (Scotland) Regulations 2003.

The Freedom of Information (Scotland) Act 2002

The Freedom of Information (Scotland) Act 2002 enables any person to obtain information from Scottish public authorities. The Act applies to all Scottish public authorities; Scottish Government and its agencies; Scottish Parliament; Local Authorities; NHS Scotland; Universities and further education colleges; and the Police.

Public Authorities have to allow access to the following information:

- The provision, cost and standard of its service;
- Factual information or decision-making;
- The reason for decisions made by it.

The legal right to access includes all types of 'records' information of any data held by the Scottish public authorities. From 01 January 2005, any person who makes a request for information must be provided with it, subject to certain conditions.

Helpful Addresses and Websites

Organisation	Address	Telephone Number
Girvan Academy	62 The Avenue Girvan KA26 9DW	01465 716816
Educational Services	South Ayrshire Council County Buildings Wellington Square Ayr, KA7 1DR	0300 123 0900
Councillor Alex Clark	South Ayrshire Council County Buildings Wellington Square Ayr, KA7 1DR	0300 123 0900
Councillor Peter Henderson	South Ayrshire Council County Buildings Wellington Square Ayr, KA7 1DR	0300 123 0900
Councillor Ian Fitzsimmons	South Ayrshire Council County Buildings Wellington Square Ayr KA7 1DR	0300 123 0900
Stagecoach Ltd	Sandgate Ayr	01292 613500
<u>Educational Services, County Buildings, Wellington Square, AYR, KA7 1DR</u> www.south-ayrshire.gov.uk		
www.ltscotland.org.uk/parentzone		
www.hmie.gov.uk		

Although this information is correct at time of printing, there could be changes affecting any of the matters dealt with in the document:-

- a) before the commencement or during the course of the school year in question:**
- b) in relation to subsequent school years.**

Appendix 1

This appendix provides links that parents may find helpful.

SCHOOL POLICIES AND PRACTICAL INFORMATION

National policies, information and guidance can be accessed through the following sites:

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

Children (Scotland) Act 1995 – <http://www.legislation.gov.uk/ukpga/1995/36/contents>

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

Education Scotland's Communication Toolkit for engaging with parents –

<http://www.educationscotland.gov.uk/learningteachingandassessment/partnerships/engagingparents/toolkit/index.asp>

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

Choosing a School: A Guide for Parents - information on choosing a school and the placing request system –

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

A guide for parents about school attendance explains parental responsibilities with regard to children's attendance at school –

<http://www.scotland.gov.uk/Publications/2009/12/04134640/0>

PARENTAL INVOLVEMENT

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

<http://www.scotland.gov.uk/Publications/2006/09/08094112/0>

Parentzone provide information and resource for parents and Parent Councils –

<http://www.educationscotland.gov.uk/parentzone/index.asp>

SCHOOL ETHOS

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

<http://www.educationscotland.gov.uk/supportinglearners/>

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

<http://www.journeytoexcellence.org.uk/cultureandethos/index.asp>

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

<http://www.scotland.gov.uk/Topics/Education/Schools/HLivi>

Building Curriculum for Excellence Through Positive Behaviour and Relationships - outlines the Scottish Government's priority actions around positive behaviour in schools and is also a source of support –

<http://www.scotland.gov.uk/Publications/2010/06/25112828/0>

CURRICULUM

Information about how the curriculum is structured and curriculum planning –

<http://www.educationscotland.gov.uk/thecurriculum/>

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 –

<http://www.educationscotland.gov.uk/thecurriculum/howisthecurriculumorganised/experienceandoutcomes/index.asp>

Advice, practice and resources to support the experiences and outcomes on literary, numeracy and health and wellbeing –

<http://www.educationscotland.gov.uk/learningteachingandassessment/learningacrossthecurriculum/responsibilityofall/index.asp>

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

http://www.educationscotland.gov.uk/resources/b/genericresource_tcm4725663.asp?strReferringChannel=parentzone&strReferringPageID=tcm:4-634353-64

Information on the Senior Phase –

<http://www.educationscotland.gov.uk/thecurriculum/whatcanlearnerexpect/seniorphase.asp>

Information on Skills for learning, life and work –

<http://www.educationscotland.gov.uk/thecurriculum/whatcanlearnerexpect/skillsforlearning.asp>

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

<http://www.skillsdevelopmentscotland.co.uk/our-services/services-for-individuals/opportunities-for-all.aspx>

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

<http://www.skillsdevelopmentscotland.co.uk/our-story/key-publications/career-management-skills-framework.aspx>

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

ASSESSMENT AND REPORTING

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

http://www.educationscotland.gov.uk/Images/BtC5Framework_tcm4-653230.pdf

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

<http://www.educationscotland.gov.uk/thecurriculum/howisprogressassessed/stages/index.asp>

Curriculum for Excellence factfile - Assessment and qualifications –

http://www.educationscotland.gov.uk/publications/c/publication_tcm4624968.asp

Information on recognising achievement, reporting and profiling –

<http://www.educationscotland.gov.uk/learningteachingandassessment/assessment/achievement/index.asp>

TRANSITIONS

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

http://www.educationscotland.gov.uk/publications/c/publication_tcm4660285.asp

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

<http://www.scotland.gov.uk/Publications/2011/03/11110615/0>

The Additional support for learning page provides links to relevant legislation and guidance, including the arrangements that should be in place to support pupils with additional support needs –

<http://www.scotland.gov.uk/Topics/Education/Schools/welfare/ASL>

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

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

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

SUPPORT FOR PUPILS

The Additional support for learning page provides links to relevant legislation and guidance, including the arrangements that should be in place to support pupils with additional support needs –

<http://www.scotland.gov.uk/Topics/Education/Schools/welfare/ASL>

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

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

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

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

SCHOOL IMPROVEMENT

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

<http://www.educationscotland.gov.uk/scottishschoolsonline/>

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

<http://www.educationscotland.gov.uk/inspectionandreview/index.asp>

The Scottish Survey of Literacy and Numeracy (SSLN) is an annual sample survey which will monitor national performance in literacy and numeracy –

<http://www.scotland.gov.uk/Topics/Statistics/Browse/School-Education/SSLN>

Scottish Credit and Qualifications Framework (SCQF)

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

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

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

Amazing Things – information about youth awards in Scotland

<http://www.awardsnetwork.org/index.php>

Information on how to access statistics relating to School Education –

<http://www.scotland.gov.uk/Topics/Statistics/Browse/School-Education>

Text only versions of this publication are available in Polish, Chinese and Urdu.

For further Information please contact:

0300 123 0900

Dostępna jest wersja tej publikacji w języku polskim, zawierająca wyłącznie tekst.

Aby uzyskać więcej informacji, proszę skontaktować się z:

0300 123 0900

本出版物還有純文字中文版。

有關更多資訊，請聯絡：

0300 123 0900

اس اشاعت کے نسخہ کا صرف متن اردو زبان میں دستیاب ہے۔

مزید جانکاری کے لیے براہ کرم درج ذیل پر رابطہ قائم کریں:

0300 123 0900

Do you know anyone who is registered blind or has a visual impairment?

If you do and you think that they would like a larger print version or an

audio cassette version of the text contact Council staff on:

0300 123 0900