

Carron Primary School



School Brochure 2026 - 2027



Falkirk Council
Children's Services



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A Foreword from the Director of Education

Session 2026–2027

This handbook contains a range of information which we hope will be helpful to you and your child. It offers an insight into the life and ethos of the school, along with advice and guidance to support you in your role as a key partner in your child's education.

Falkirk Council is committed to working closely with parents and carers to enhance engagement and ensure strong home-school partnerships. One of the most effective ways to get involved is through the school's Parent Council. Parent Councils are independent bodies that work with schools to support improvement, contribute to key decisions and represent the views of parents so helping to shape priorities and enrich the educational experience for all young people.

Throughout the school year, there will be opportunities to discuss your child's progress with their teacher(s) and via the 'Progress' reporting system/app. You can also stay informed about school news and activities by following your school's social media channels, as well as central accounts like @EducationServicesFalkirk, @ConnectedFalk, and @FalkirkCouncil, where we regularly share updates and celebrate success.

We are proud that Falkirk Council continues to support the Connected Falkirk digital learning programme. Thanks to this investment, every young person from P6 to S6 has their own personal learning device, enabling access to high-quality digital learning and direct teacher feedback anytime, anywhere. Not every child in Scotland has this opportunity, so we encourage you to ask your child to show you their learning - it's a great way to stay involved and celebrate their progress.

Since taking up the post of Director of Education in May 2024, I have made it a priority to spend time in our schools and centres and I continue to be regularly in and out of establishments across the area. Meeting staff, pupils and parents, and seeing first-hand the excellent work being done, is one of the most important and rewarding parts of my role. Across Falkirk, we are rightly proud of our strong levels of attainment and achievement and of our record numbers of young people progressing into positive destinations after leaving school.

We also take great confidence from the strong evaluations received from both HMIE and the Care Inspectorate, which highlight the quality of our learning environments, the professionalism of our staff and the care and support we offer children and families. Alongside the Heads of Education and the wider central team, I am working in close partnership with Headteachers to build on this success and secure the very best outcomes for every young person in Falkirk.

I trust this handbook will provide you with useful information about your child's school. If you have any questions, please contact the Headteacher of your child's school, who will be happy to help.

With very best wishes.

Jon Reid
Director of Education
Falkirk Council

Footnote: If you want a printed copy of this handbook, please ask the school. It may be possible to offer some assistance in helping to translate all or part of this handbook to parents whose first language is not English. Enquiries should be direct into the Communications Officer for Education Services (email: EducationServices@falkirk.gov.uk)

Disclaimer

The information in this school handbook is considered to be correct at the time of publication (December 2025). However, it is possible that there may be some inaccuracy by the start of the school term in August 2026.

Curriculum for Excellence - Learning to Achieve

Learning Entitlements

In addition to the entitlements of Curriculum for Excellence our education provisions will reflect local needs and circumstances. Therefore, at different stages of their education, our learners will have opportunities to:

- Link aspects of their learning to the local environment and its heritage
- Participate on a residential experience where possible
- Participate in arts, sports and cultural events
- Participate in integrated, hands-on learning for sustainability, fostering global citizenship, critical thinking, and lifelong skills
- Participate in outdoor learning experiences

Equitable access to technology for learning, including digital devices, internet connectivity, and the development of digital literacy skills.

Be consulted on and contribute to the decision-making process in school

Access to vocational and work-based learning experiences that provide practical skills, industry exposure, and pathways to employment.

- Develop leadership and social skills through collaborative projects, extracurricular activities, and active participation in school and community initiatives
 - Access learning experiences designed and / or delivered by relevant partners
 - Reflect upon and be proactive in planning and making choices about their own learning
- Engage with learners in other countries where appropriate and demonstrate knowledge of their culture.

How can you help?

By law, you must make sure your child receives education.

As a parent, you can help your child by:

- Ensuring regular and punctual attendance
- Encouraging and facilitating home learning opportunities and study routines where appropriate
- Attending parent-teacher meetings/discussions and school events.
- Discussing school reports with your child
- Encouraging reading and educational activities outside of school
- Supporting participation in extracurricular activities and clubs
- Discussing what was learned at school and showing interest in their education.
- Setting high expectations and celebrating achievements
- Helping them develop good organisational and time-management skills
- Promoting healthy eating and adequate sleep at home
- Encouraging a positive attitude towards learning and school
- Collaborating with the school on individual education plans where appropriate
- Participate on a residential experience where possible

Throughout this handbook the term 'parent' has the meaning attributed in the Standards in Scotland's Schools Act 2000 and the Scottish Schools (Parental Involvement) Act 2006. This includes grandparents, carer or anyone else who has parental responsibility for the child.

Welcome from the Headteacher –

Welcome to the Carron Primary School Handbook.

Carron Primary school is a place where children and families matter. As a community, we strive to ensure that all of our children become the best they can be. We work together with families and other services to ensure that everyone, regardless of background, feels welcome, included and supported.

As a school we understand that helping to improve the health and wellbeing of our children and families is of prime importance. Everything we do will be to ensure our children are ready to learn and achieve. We are, therefore, committed to ensuring all our work in school and the community is under-pinned by SHANARRI principles i.e. that everyone in our school will be:

- **SAFE**
- **HEALTHY**
- **ACHIEVING**
- **NURTURED**
- **ACTIVE**
- **RESPONSIBLE**
- **RESPECTED**
- **INCLUDED**

We do not work alone to ensure all these things for our children. We encourage and uphold strong, positive relationships with our parents and families, understanding that by working together we can improve the lives of everyone in the Carron community. Partnership is a key word for the Carron team.

I am very proud to be able to lead Carron Primary School and build on its considerable successes. I want the school to take its place at the heart of our community, serving the needs of all our children and families.

This booklet is intended to give you some information about this school and covers areas of interest or concern to parents. I fully appreciate that this booklet will not be able to answer all of your questions and I hope that, if this is the case, you will arrange an appointment with me.

This school is proud of its achievements and will be proud to show them to you.

Yours sincerely

Lorna Wooler
Headteacher

To make our handbook easy to use I've divided the information into five different sections:-

Section One – Practical Information about the School

This section provides you with some background information on our school (and our nursery). It tells you how our school day and school year are made up and how to contact the school if, for example, your child is ill.

This section deals with the practical aspects of your child's attendance at our school. It provides details on such things as:

- travelling to and from school
- school meals and milk
- financial assistance with school clothing, transport and school meals
- school closures in an emergency or unexpectedly for any reason
- general supervision available for your child in the morning and at lunchtime
- wet weather details
- how the school communicates with parents
- how to complain if you are not happy about something.

As with any organisation, to ensure smooth running and appropriate maintenance of standards, a range of procedures and policies have to be implemented within our school.

This section gives an overview of the policies the school has in place. If you would like to see a full copy of these policies or to discuss them in more detail, please contact me. Most of these policies are available on the school website – www.carron.falkirk.sch.uk

- Homework Policy
- Clothing or uniform (PE Clothing)
- Health Statement / medicines

Section Two – Parental Involvement in the School

Parental involvement is very important as we know it helps children do better in school.

This section contains information about how parents can be involved in supporting learning at home as part of a home – school partnership.

You can also find out more about the ethos of the school, what our values are and our aspirations for our pupils including how we celebrate pupil success, and links we have with partner organisations and the wider local, national and international community.

Lastly, it includes information on our Parent Teacher Association/Parent Association and Parent Council, how to contact them and how parents can get involved in the life and work of the school.

Section Three – School Curriculum

This section describes how the curriculum is planned and delivered in the school including the range of subjects and subject areas your child will be learning. It also includes information on how pupils develop skills for learning, life and work, including literacy, numeracy and health and wellbeing in and out of the classroom.

As well as giving you information about the statutory curriculum requirements we have included details on sports and outdoor activities available to pupils and the range of facilities available within the school.

Details of how parents will be informed about sensitive aspects of learning e.g. relationships, sexual health, parenthood and drugs awareness are included as well as information about religious instruction and observance and arrangements for parents who wish to exercise their right to withdraw their child.

This handbook also tells you how we will report on your child's progress and what written reports may be sent out to parents.

Section Four – Support for Pupils

This section gives information about how pupils' additional support needs will be identified and addressed and the types of specialist services provided within our school. This handbook also explains who to contact for more information if you think your child has additional support needs.

This section also gives information about transition – from primary school to secondary school – what the arrangements are and contact details of the catchment high school to which our pupils normally transfer. There are also details about making a placing request to another school.

Section Five – School Improvement

The section gives you an overview of the main achievements of the school within the last 12 months and performance information relating to literacy, numeracy and health and wellbeing.

Whilst Falkirk Council is happy to provide this information we do have some reservations that the publication of raw statistics, without any kind of informed qualification, can be misleading to the reader. In particular, they should not be construed as offering an indication of the quality of education provided in any of our schools.

We have also shown where you can get further information about our plans for the next three years to improve our performance and how the school will involve parents in that improvement.

I hope you find all of the above information helpful and self-explanatory. If you have any queries about any of the information contained in this handbook, or indeed about any aspect of our school, please do not hesitate to contact me.

Lorna Wooler
Headteacher
Carron Primary School

Section One – Practical Information about the School – Contact Details

Head Teacher: Lorna Wooler

Name: Carron Primary School
Address: Alloa Road, Carron, Falkirk. FK2 8EJ
Telephone Number: 01324 503450
Website: www.carron.falkirk.sch.uk
E-mail Address: carronprimaryschool@education.falkirk.sch.uk

About the school

Stages of Education provided for Nursery – Primary 7

Present Roll – 276 pupils including 64 nursery pupils

Non-denominational School

Organisation of the School Day

Primary 1 pupils attend school on a full-time basis from their start date in August.

Start Time: 9:00am

Morning Break:

10:30am-10:45am

Lunch Time:

12:15pm-1:00pm

Finish Time: 3:00pm

PE is delivered by specialist teachers from Larbert High School. Classes are informed as to their days/times.

Assembly days for pupils are held on various days throughout the session. Pupils are given notice of an upcoming assembly.

FALKIRK COUNCIL: CHILDREN'S SERVICES

The agreed School Term and Holiday Dates for school year 2026-2027 can be found here: [School terms and holidays - Falkirk Council](#)

Registration and enrolment

The date for registration of new P1 school entrants is advertised in all local nurseries, schools, the local press and on the council's website www.falkirk.gov.uk. Pupils should be registered in only one school for their catchment school area. Parents will be provided with information about the school, when they register their child.

Pupils who are baptised Roman Catholic are automatically entitled to enrol at the denominational catchment school. All other pupils must make a placing request to attend a denominational school.

Parents who want to send their child to a school other than the catchment school must make a placing request in addition to enrolling their child at their catchment school. Please refer to section four of this handbook for more information on placing requests.

Parents of pupils who have moved into the catchment area or, who wish their child to transfer to the school, should contact the school office for information or complete and online enrolment request via the Council's website www.falkirk.gov.uk

Attendance and absence

It is the responsibility of parents of a child of school age to make sure that their child is educated. Most do this by sending their child to school regularly. Attendance is recorded twice a day, morning and afternoon.

<u>Percentage</u>	<u>Number of School Days Annually</u>	<u>Number of days missed</u>
100%	190	0
95%	180.5	10 days (2 weeks)
90%	171 days	19 days (3 weeks, 4 days)
85%	161 days	28 days (5 weeks, 3 days)

Absence from school is recorded as 'authorised' i.e. it has been approved by the education authority, or as 'unauthorised' i.e. the absence remaining unexplained by the parent.

Please let the school know by letter, email to the school's generic address or phone if your child is likely to be absent. If there is no explanation from a child's parents / carers, the absence will be regarded as unauthorised.

Please make every effort to avoid family holidays during term time as this disrupts your child's education and reduces learning time. In certain extreme situations, the head

teacher can approve absence from school for a family holiday for example, in exceptional circumstances where the holiday would improve the cohesion and wellbeing of the family. Please discuss your plans with the head teacher before the holiday. If the head teacher does not give permission before the holiday, it will be recorded as unauthorised absence. The head teacher may also exercise discretion when a parent can prove that work commitments make a family holiday impossible during school holiday times. Normally, your employer will need to provide evidence of your work commitments. Absence approved by the head teacher on this basis is regarded as authorised absence.

Parents from minority ethnic and/or religious communities may request that their children be permitted to be absent from school to celebrate recognised religious and/or cultural events. Absence approved by the head teacher on this basis is regarded as authorised absence. Extended leave can also be granted on request for families returning to their country of origin for cultural or care reasons.

A supportive approach is taken to unexplained absence. However, the education authority has legal powers to write to, interview or prosecute parents, or refer pupils to the Reporter to the Children's Panel.

School Dress Code

Parents are asked to co-operate with the school in encouraging their child to follow the school's dress code.

All schools have a dress code, which includes the school's policy on uniform. The wearing of uniform is encouraged as it helps to:

- develop a school community spirit
- improves school security by making non-pupils more easily identifiable
- allows pupils to be easily identified when out of the school, e.g. on trips
- enhances the school's reputation within the community; and
- minimises rivalry and bullying amongst pupils that can arise from, for example, the wearing of designer clothing.

The school's dress code has been agreed in consultation with parents, pupils, staff and the Parent Council. This consultation has ensured that the dress code meets the needs of the school community, allows pupils to participate in all aspects of school life and is age appropriate.

The uniform consists of:

- white shirt/blouse with school tie or school polo shirt
- red pullover, cardigan or school sweatshirt
- grey or black trousers - long or short
- Grey or black skirt or pinafore
- Red checked cotton dress in summer

Optional – Black Blazer with school badge or a Fleece Jacket. Also available is a waterproof jacket. Parents can order any of these items directly from the supplier via their website: www.sprintdesign.co.uk.

School Badge - £8.00

Gym Bag - £7.00

Elasticated School Tie - £5.00

Please note there is no expectation the school uniform is embroidered with the school logo. This is entirely at parental choice. A plain sweatshirt, pullover or cardigan is perfectly acceptable. It should be noted that if pupils are representing the school at any event, they will be asked to wear a white shirt/blouse, school tie or school sweatshirt and grey or black skirt/trousers.

The nursery uniform is a blue sweatshirt and either a yellow or blue polo shirt.

The appropriate clothing and footwear for PE is a white or red T-shirt or polo shirt, grey or black shorts or joggers and black gym shoes with non-marking soles. These are necessary for health and safety reasons and your co-operation is requested to ensure that pupils are equipped to participate in the PE lessons. We use outdoor space as often as possible for PE. Therefore, pupils should include a grey or black jogging suit and waterproofs as part of their PE kit.

Please ensure that all items of clothing are clearly labelled, particularly ties, sweatshirts and PE equipment, which are often lost. A protective apron or an old shirt should be worn for art and craft activities. Please help the school and the education authority by making sure that pupils do not bring valuable or expensive items of clothing to school.

In certain circumstances, appropriate clothing will be necessary for school activities for safety reasons, e.g. in games areas, science laboratories and technical workshops; this extends to the wearing of suitable footwear and even, on occasion, to the length of pupils' hair and the wearing of jewellery and earrings.

Offensive clothing such as T-shirts or other items featuring inappropriate language or illustrations is not permitted. Football colours are also inappropriate as they can lead to incidents of rivalry.

If you have any queries regarding the school's dress code, please contact the Headteacher.

Education Maintenance Allowance (EMA)

Information on Education Maintenance Allowance and how to apply can be found here: [Benefits and support: Education Maintenance Allowance \(EMA\) - Falkirk Council](#)

School Meals

Information about School Holiday Support Payments can be found here: [Benefits and support: Free School Meals: School Holiday Support Payments - Falkirk Council](#)

Medically Prescribed Diets

If your child requires a medically prescribed diet, please request a Prescribed Diet Referral and Declaration Form from the School Office or download one from the

website (Schools: School meals - Medically prescribed diets - Falkirk Council). This form must be completed and returned annually and must be supported by a diagnosis from a qualified medical professional.

All medically prescribed diets must be submitted through this process. Delay in returning the completed form may limit the meal options available for your child.

Free School Meals and Clothing Grants

Information on Free School Meals & School Clothing Grant and how to apply can be found here: [Benefits and support: Free School Meals and School Clothing Grants - Falkirk Council](#)

Other Support

There are other sources of support which may be available to families, depending on your circumstances.

- [Best Start Grant: Pregnancy and Baby Payment](#) – Payments for parents of new-borns, or those currently expecting.
- [Best Start Foods](#) – Payments for parents of children up to 3 years old.
- [Best Start Grant: Early Learning Payment](#) – Payment for parents with children aged between 2 and 3 and half years old.
- [Best Start Grant: School Age Payment](#) – Payment for parents of children starting Primary School.
- [Education Maintenance Allowance \(EMA\)](#) – Financial support for 16 -19 year olds continuing at high school.
- [Young Scot](#) – The Young Scot National Entitlement Card is available free of charge to everyone aged 11-25 living in Scotland. It can be used to receive discounts, for rewards, and also as proof of age.
- [Young Persons' Free Bus Travel Scheme](#) - Young people aged between 5 and 21 years old are eligible for free bus travel from 31 January 2022.
- [Help with Welfare Benefits](#) – Find out if you are claiming all of the support you are entitled to and speak to an adviser for further advice.
- [Other support for families](#) - Any family facing financial insecurity can also contact our Support for people team for assistance or sign posting to other support. The team can be contacted on 0808 100 3161.

School Holiday Support Payments

Information about School Holiday Support Payments can be found here: [Benefits and support: Free School Meals: School Holiday Support Payments - Falkirk Council](#)

Travel to and from School

Parents should remind their child(ren) that, in the interests of safety, good behaviour is expected from all pupils travelling on school transport.

Children should be reminded by parents that, wherever possible, they should only cross the road where there is a crossing patrol and should exercise care on walking to and from school.

Parents are requested, when dropping off/collecting children from school, that they do not park near the pedestrian exit or in any location which causes an obstruction and they take care not to restrict the view of the school crossing patrol.

Transport for Primary and Secondary School Children (Excluding Placing Requests)

Free school transport is provided to and from your home address to your child's catchment school if they are distance entitled. Falkirk Council operate a more generous distance entitlement policy than required by law.

Distance entitled children are:

- All children under 8 years of age who live one mile or over from their catchment school by the nearest available safe walking route*.
- All children 8 years of age or over who live two miles or over from their catchment school by the nearest available safe walking route*.

*Note – a “safe walking route” assumes that the pupil is accompanied by a responsible adult.

Children who gain entry to any school by means of a successful placing request will not be entitled transport

Concessions, details of times of operation, criteria and application forms are available from the Transport Planning Unit within Falkirk Council. Tel: 01324 504724 / 504966.

Pickup points

Where home to school transport is provided, some pupils will require to walk a reasonable distance from home to the transport pick-up point but this should not exceed the authority's agreed limit of 1 mile.

It is the parent's responsibility to make sure that their child arrives at the pickup point on time and behaves in a safe and acceptable manner while boarding, travelling in and leaving the vehicle. Children who misbehave can lose their right to home to school transport.

General Supervision

Before school begins supervision is very limited, therefore pupils should not arrive at school until as near to the school start time as possible.

During intervals school helpers supervise the children. In addition the Headteacher and Janitor are on call to cope with any difficulties which may arise. There is always access to the building and the children are made aware of this. For further information on these arrangements, please contact the school.

School security

Falkirk Council aims to ensure the safety and security of pupils and staff when attending or working in a school. We use a number of security measures including a visitors' book, badges and escorts, while visitors are within the school building.

Anyone calling at a school for any reason, is required to report to the school office. The school staff then can make the necessary arrangements for the visit.

CCTV cameras are in operation at all times around the school grounds.

Wet Weather Arrangements

In wet weather pupils are allowed into school during breaks and at lunchtime. However, as supervision during these periods is limited, it is especially important that they exercise good behaviour. Children having school lunches may remain in school during wet weather but, again, supervision is limited.

Parents Meetings

All of our schools offer opportunities for parents to discuss their child's progress with teachers through arranged meetings. Arrangements vary from school to school but all parents will be advised of when these meetings will take place. In addition to these set dates, parents are able to contact the school at any time to ask for information or for a meeting. Please see section two of this handbook for more details on home / school partnership.

Communication with Home

At Carron Primary School we operate an "open door" policy to parents wherever possible. If you have any general queries please contact the School Office who will direct you to the most appropriate member of staff. If you have any questions or concerns about your child please discuss these in the first instance with his/her class teacher (contact should be made through the School Office). Senior staff are also happy to talk with you or meet with you.

From time to time you will receive important and routine communications from the school via variety of methods (email, group call, social media etc.). Parents are also encouraged to check their child's schoolbag for these communications. Enquiries of any kind should be addressed to the Head Teacher in the first instance.

Unexpected Closures

Schools and nurseries can occasionally be affected by bad weather or building maintenance. If a school or nursery is closed, we will keep in touch using text messaging, we will show that it is **affected** [here](#) and detailed information about the closure will be available on the school's page. In the event of an early school closure please ensure that your child knows where to go if you are not usually at home during the day. To help us keep you informed it is important that you make sure we have the most up to date emergency contact information for your family..

Mobile devices

Parents provide their children with mobile devices for a variety of reasons, including supporting learning and for personal safety. It is the right of parents to allow their child to have a personal mobile device in school. However, if devices are brought to school there must be a clear understanding that the individual pupil is responsible for the care and usage of their device(s).

Education establishments develop their own mobile device policies in consultation with pupils, parents and staff. For more information on this topic, please contact your child's school.

ICT Acceptable Use Policy

Falkirk Council Children's Services recognises that access to Information and Communications Technology (ICT) equipment and services helps young people to learn and develop skills that will prepare them for work, life and citizenship in the 21st Century.

To support this, we provide resources for pupils and staff to use. The Children's Services ICT Acceptable Use Policy (AUP) outlines the guidelines and behaviours that pupils are expected to follow when using school equipment or when using personally-owned mobile devices in Falkirk Council establishments. The purpose of this is to protect young people online and to protect the Council's network and equipment. The ICT Acceptable Use Policy (AUP) will be issued by the school for both parent(s) and pupil(s) to sign.

Equality

The Council is required to work towards eliminating unlawful discrimination, advancing equality of opportunity for all people and to foster good relations between people. The Council is committed to eliminating discrimination on the grounds of race, sex, disability, sexual orientation, religion/belief, age, marriage or civil partnership, transgender status, pregnancy/maternity, poverty or care-experienced background.

More information relating to our statutory obligations under the Equality Act 2010 can be found here: [Equality and Human Rights - Falkirk Council](#)

Education Services have a range of policies and procedures to address equalities issues specific to education to enable us to fulfil these duties. In addition to this all-education establishments have a responsibility to report incidents of prejudice-based bullying in line with our Anti-Bullying Policy: 'Promoting Positive Relationships in Falkirk's Educational Establishments': [Schools: School policies - Anti-Bullying Policy - Falkirk Council](#)

English as an Additional Language

As part of the Additional Support Needs Service, the Council provides a support service for children who have English as an additional language. The service supports enrolment and provides staff training and visits to schools to work with those children and young people who require assistance in developing English language skills. This service can be contacted via email: EAL@falkirk.gov.uk

Compliments, Enquiries and Complaints Procedure

Information on how to make a complaint can be found via the following links:

[Contact us: Complaints procedure - Falkirk Council](#)
[Schools: School complaints - Falkirk Council](#)

Other School Policies

Every school has a range of curricular policies in written format. These policies are the subject of regular discussion, consultation and review with school staff and all can be made available for perusal on request. Some policies are available on the website.

School Health Service

NHS Forth valley has a statutory obligation to provide health services for all school age children. The aim is to make sure that all children and young people, throughout their school years, are in the best possible health to benefit from their education.

School Nursing Service

School Nurses are available **8.30am-4.30pm** all year round, excluding Public Holidays. School Nurses are not based in schools and are part of an integrated community team working from local health centres/clinics. The School Nurse Team offer health screening, health assessments and health reviews.

A health review is offered to all children in primary 1. This involves a parent questionnaire and the opportunity of an appointment with the school nurse to discuss any parental concerns and a review of the child's growth.

The Falkirk School Nursing team comprises of

- **Registered** School Nurses
- Health care support staff

Children/young people, parents/carers can request a health appointment at any time by contacting the service on 01324 679129.

Referral to the School Nursing Service can be made by Education, Social Work, GP or other Health Care Professionals.

The **School Doctor** may also offer appointments to children with a significant medical or developmental condition which affects their education. School staff and parents can request a child be seen.

The Public Dental Service carries out dental inspections in Primary 1 and Primary 7 and can help access dental services for children not registered with a dentist.

Infectious diseases

Colds and tummy upsets are the most common infections affecting children at school. It is important to keep your child at home in the early stages of a cold or until at least 48 hours after an episode of diarrhoea/vomiting to prevent infecting others. For treatment of diseases such as chickenpox or mumps, please consult your GP practice or nurse.

Head Lice

Head lice are spread through head to head contact at home, whilst playing or in school. Regular wet combing of your child's hair using a special comb is the best way to catch this problem early. Specific treatment lotions are available as shampoos are not effective. Two applications should be administered seven days apart. If this is not followed, re-infection is likely.

Further advice is available from leaflets about head lice which are available in all schools and health centres

Clinics

Some children are asked to attend clinics (eye clinics, dentist, doctor etc) Please let the school know and arrange for your child to be collected if they must leave school to attend. No child will be allowed away from school without a responsible adult or unless written permission has been received from a parent or carer.

Immunisation

Primary Schools

- Flu vaccines are given every year from Primary 1 onwards by an immunisation team visiting the school. Any child who misses a session can be vaccinated by their GP. Pupils with chronic illnesses such as asthma can visit their GP at any time to receive the vaccine.

Secondary Schools

- Pupils are offered several vaccinations such as Meningitis ACWY, a catch-up for the MMR vaccine and a booster for diphtheria, polio and tetanus. HPV vaccine will be offered to both boys and girls.

For more information: <https://www.nhsinform.scot/>

Medicines Administration

Administration of medicines prescribed by a doctor or dentist is at the discretion of the head teacher but most schools are happy to co-operate. Parents who wish school staff to give medicines should take the medication to school and fill in the appropriate form (MED1). It is also possible to complete another form (MED4) which allows pupils to carry and administer medication themselves, for example inhalers. Prescribed medication should be clearly marked with your child's name, date prescribed, how often it has to be taken and for how long.

Pharmacies

Community pharmacies are trained in providing advice on coughs and colds, high temperature, fever, nasal congestion, minor eye infections, constipation, stomach upsets, fungal infections such as athlete's foot, and skin problems such as impetigo.

For more information: [nhsforhvalley.com](https://www.nhsforhvalley.com)

Insurance Cover for School Children

Public Liability

Personal Injury

Falkirk Council has in place a Public Liability policy which operates in respect of claims for injury to any third party which includes a pupil whilst under the care of the Council or their employees. In order for liability to be accepted there is an onus to evidence the council was negligent in their acts and was responsible or partially responsible for the injury sustained

Pupil's Property

It is inevitable that during each session, pupil's property is lost, damaged or stolen from school. Parents are therefore discouraged from allowing their children to carry expensive items of personal belongings to the school and are reminded that a standard household policy can be extended to provide a degree of cover for personal items taken away from the home. Falkirk Council are not legally responsible for pupils property which is subsequently lost, damaged or stolen, unless specifically entrusted with a member of staff.

Any claim made for loss or damage to the property left in the care of the school or its employees will have to be submitted, in the first instance to Children's Services. Following a thorough review of the claim, settlement will only be made if it can be shown that Falkirk Council are legally liable for the loss.

Travel and Personal Accident Cover – Educational Excursions

In order to provide necessary cover for educational excursions Falkirk Council has in place an insurance policy for travel and personal accident which specifically covers any pupil enrolled at a participating establishment. The policy provides compensation for each insured pupil should an incident occur, irrespective of legal liability. There are varying degrees of benefits within the policy, but the key compensation values are noted below.

1. Death £30,000
2. Permanent Total/Partial Disablement up to £30,000

The insurance policy provides accidental bodily injury cover whilst any insured person is undertaking an organised trip (including exchange visits and work experience placement) as long as it is with the authorisation of the school or council and the activities involve a journey outside the premises of the school. The policy also extends to cover overseas travel cover.

Section Two – Parental Involvement in the School

Parents Welcome

All Falkirk Council schools welcome and encourage parental involvement and engagement. Research has shown that when parents are involved children do better in school.

Falkirk Council Education Services are in the process of reviewing our Parental Engagement Strategy in consultation with parents. This will be finalised ahead of the 2026-27 school year and will be uploaded here: [Schools: School policies - Falkirk Council](#)

Schools should include information about the way they welcome parents – parents evenings, parents surgeries, school assemblies and events, classroom visits, use of e-mail, website, text messages, letters, newsletters, phone calls, radio etc.

Include information which highlights the school's efforts to be an 'open' school – direct and easy access, always responsive within 24 hours, tools for continuous engagement e.g. homework diaries, learning logs etc

Parentzone Scotland is a unique website for parents and carers in Scotland, from early years to beyond school. The website provides up-to-date information about learning in Scotland, and practical advice and ideas to support children's learning at home in literacy, numeracy, health and wellbeing and science. Information is also available on Parentzone Scotland regarding additional support needs, how parents can get involved in their child's school and education. Furthermore, the website has details about schools including performance data for school leavers from S4-S6; and links to the national, and local authority and school level data on the achievement of Curriculum for Excellence levels. Parentzone Scotland can be accessed at <https://education.gov.scot/parentzone>.



Arrangements for Parents Visiting the School

Meetings with Staff

A number of opportunities are given throughout the session for parents to visit the school. There are 3 opportunities during the session when parents are able to meet with class teachers to be informed of their child's progress. Appointments with the Headteacher, Depute Headteacher or the Principal Teacher can be made either by telephone, letter or by visiting the school. In cases of urgency, when the Headteacher is away from the school on official business, the Depute Headteacher will be available for consultation and advice.

An 'Open Door' policy is operated in Carron Primary and parent meetings can be arranged with either a member of the Senior Leadership Team or the class teacher depending on the nature of the concern. Where the school has concerns regarding a

child's progress or behaviour, parents will be contacted so that together we can support the child.

Open Days

There are a number of opportunities during the school year when parents are invited to view their children's work and share in their learning.

Information Sessions

There are a variety of information sessions organised throughout the year when parents can access more information about curriculum areas and new policies.

Workshops

Workshops for parents to inform them about various areas of the curriculum and for the parents of new entrants are arranged during the session. Parents are informed of these via newsletters.

Home School Links

A school consists of pupils, parents and staff. Only a high degree of co-operation between parents and staff will ensure that the pupils gain maximum benefit from their school experience. Parents are therefore always welcome to visit the school and to take an active part in the life of the school.

Parents are invited to meet with relevant members of staff each session to discuss pupil progress. Also parents will receive a full written report in June.

Homework

Learning at Home

Please see the homework guidance on the school website. Practitioners provide home learning activities to support reinforcement of learning or to encourage pupils to apply learning in different ways, often in real life situations. Parents are encouraged to get involved in home learning tasks. This helps parents keep up-to-date about learning in class and promote positive learning partnerships.

Parental Involvement

Parent Helpers

Parents are invited to assist in supervising children on educational excursions and also in working with staff and children on a regular basis in class. Parent Helpers are invaluable as are Granny and Grandpa Helpers! Anyone who can offer assistance should give their name to our Clerical Assistants in the school office.

Parent Councils

Parents are welcomed to be:

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

All parents / carers are automatically members of the Parent Forum at this school.

As a member of the Parent Forum all parents should –

- 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 you;
- identify issues you want the Parent Council to work on with the school;
- be asked your opinion by the Parent Council on issues relating to the school and the education it provides;
- work collaboratively with the school; and
- enjoy taking part in the life of the school in whatever way possible.

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

The Parent Forum decides how their representatives on the Parent Council are chosen and how the Parent Council operates. Parents / carers 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 and work collaboratively with the school in its work with pupils
- To seek and represent the views of parents
- To promote contact between the school, parents, pupils, providers of nursery education and the community
- To report to the Parent Forum
- To be involved in the appointment of senior promoted staff in the school.
- To raise funds for the school for the benefit of pupils (in some schools the PTA/PA fulfils this role).
- To be included in School Improvement Planning

More information is available here: [Schools: Parent Councils - Falkirk Council](#)

<i>Please insert contact details for the Parent Council, including the name of the Chair, contact e-mail address and details of website (if any).</i>

For more information on parental involvement and engagement or to find out about parents as partners in their children's learning, please contact the school or visit the Parentzone website at [Parentzone Scotland | Education Scotland](#)

Parent Teacher Association (PTA)

The PTA is mainly responsible for arranging events for parents and raising funds for the school. Volunteers are welcome - please contact the PTA/PA if you want to join in.

The Parent Teacher Association has as their Chairperson Louise Buchanan and Treasurer is Lynn Binnie. Again, if you would like contact the PTA or get involved, contact details can be obtained from the school office.

Connect (formerly the SPTC) the national organisation for PTAs and PAs in Scotland, Parent Councils are members too, and it runs an independent helpline service for all parents. They can be contacted by phone on 0131 474 6199, via website <https://connect.scot/>, email on info@connect.scot or write to Connect, Mansfield Traquair Centre, 15 Mansfield Place, Edinburgh, EH3 6BB

School Ethos

Carron Primary School – Our Aims

At Carron Primary School & Nursery we want our school to be a place where pupils, parents and staff are happy, friendly, safe, and value and respect each other.

We want to make a difference to people's lives so that we all work well together, are motivated and challenged in our learning to become successful learners, confident individuals, responsible citizens and effective contributors.

We want to be proud of our achievements, our school and our community.

Our Values: Respect, Responsibility and Resilience

Our Motto: 'Achieving Through Positive Relationships And a Caring Heart'

The school has regular assemblies which are led either by the Headteacher, the Depute Headteacher or Principal Teacher. We also occasionally have visiting speakers. Pupils take responsibility for sections of the assemblies. Parents and friends are also invited to share our Harvest Festival, Christmas, Easter and end of session services which take place in the school.

Our School Chaplain attends assemblies throughout each session. We rely on parents to assist in accompanying pupils to church. Parents may exercise their right to withdraw their children from religious education and religious observance and this should preferably be requested, in writing, at enrolment.

Our School motto – Just Be Kind – is threaded throughout every aspect of school life.

Active Schools

The goal of Active Schools is to provide more high quality opportunities to participate in sport within schools. We also aim to ensure that these opportunities are well connected to and supported by other local, regional and national partners.

We work with Physical Education (PE) professionals to ensure better coordination between PE and school sports and also to encourage the development of more physically active children and young people.

While our focus is sport, our activities connect to the wider landscapes of play, dance, exercise and active living – we know that a joint effort is required to deliver the health and performance related fitness our children and young people deserve.

Within Falkirk Council we have an Active Schools Manager, nine Active Schools Coordinators (Primary) and nine Active Schools Coordinators (Secondary). The Coordinators work within their respective Primary and High Schools clusters to provide further opportunities for physical activity, sport and play. We also have a coordinator designated to disability sport.

[Active Schools Falkirk | Falkirk Council \(falkirkleisureandculture.org\)](https://falkirkleisureandculture.org)
[Follow us on @falkirksport](#)

Development of pupils' mental, social and emotional wellbeing

The school is committed to supporting the development of the whole child and as a result, wishes to encourage their holistic wellbeing.

Mental, social and emotional wellbeing is supported in the following ways;

- Creating a school ethos which, in every way possible, gives value to these aspects of development, especially by providing an environment which is both caring and challenging and which provides opportunities for exercising rights and responsibility.
- Ensuring that staff and adults in the school act as positive role models for pupils.
- Providing opportunities for members of the school community to come together reinforcing shared values.
- Providing rich opportunities across all areas of the curriculum to develop mental, social and emotional wellbeing.
- Taking every opportunity within the curriculum and across the wider work of the school to celebrate diversity and promote equality.

A range of new local services, digital support and self-help information for school-aged children are available here: [Falkirk Community Mental Health and Wellbeing \(glowscotland.org.uk\)](https://glowscotland.org.uk)

Pupil Conduct

A genuine partnership between the school and family is necessary to ensure the best possible standards of pupil conduct are shared, understood and underpin every interaction between children/young people, parents/carers and school staff.

Pupils are expected to set themselves high standards in appearance and behaviour. School rules are devised to encourage the maximum amount of self-discipline. The rules make clear what is expected of pupils, and how they are required to behave. The general aim is to produce an atmosphere of friendly co-operation, encouraging respect and consideration for other persons and for property. A behavioural agreement is included in the School Enrolment Form that parents complete when enrolling their child(ren).

Restorative Approach To Bullying Behaviour

Whilst many believe that children who display bullying behaviour should be punished, it is widely accepted that this type of response can at times be ineffective, and make the situation worse.

The adoption of restorative approaches is evidenced to be a more effective response than traditional methods. Pupils are given the opportunity to accept responsibility for their actions, recognise the harm done and are supported to find restorative responses to the harm they have caused.

There are times where sanctions are appropriate; exclusion is seen as a last resort and carried out when incidents fall within the legislative criteria.

Falkirk Council has a responsibility to provide an education for all pupils and to challenge and address bullying behaviour. Whilst appropriate action will be taken by the school, it is also important that all parent/carers, work with the school to resolve any issues in the best interests of their child or young person.

Parents can access Falkirk Council's Anti-Bullying Policy, 'Promoting Positive Relationships in Falkirk's Educational Establishments'; on the Council website: www.falkirk.gov.uk/services/schools-education/policies-strategies/anti-bullying-policy.aspx

*Please note, our Anti-Bullying Policy is due to be updated during the 2025-26 school year.

Feedback from Parents and Pupils

- The school is very good at recognising all skills, not just educational achievements.
- The school works with parents to ensure that children are happy, well adjusted, confident and capable of successful learning.
- Staff are friendly, helpful and welcoming.
- A wide range of extracurricular activities and events are offered to the children.
- Children are given positive challenges in learning.
- The playground pals and buddies are a great support to the younger children.
- I think our playground is fun with lots of things to do in it.

“Curriculum for Excellence cannot be delivered without good relationships and positive behaviour. Children and young people should feel happy, safe, respected and included in the learning environment and all staff should be proactive in promoting positive behaviour in the classroom, playground, and wider learning community. Underpinning this is the emotional health and wellbeing of staff.”

(Building Curriculum for Excellence Through Positive Relationships and Behaviour)

A good policy needs the stability of basic consistencies coupled with the flexibility to differentiate according to need.

At Carron Primary School we work to provide a positive ethos and culture which promotes positive relationships and behaviour. We encourage staff to be flexible, reflective and confident in delivering approaches that will support the individual needs of our children and young people. Parents and carers are key partners in creating this positive and inclusive environment to help develop consistent messages.

A positive school ethos and culture is essential to developing good relationships and positive behaviour in the classroom, playground and wider community.

We focus on the wellbeing of every child to ensure they are safe, healthy, achieving, nurtured, active, respected, responsible and included. We encourage a culture that makes our children and young people feel safe and secure and where their achievements and contributions are valued and celebrated.

Section Three – School Curriculum

Curriculum for Excellence

- **Learning to Achieve** - Our core educational policy.

This describes in detail how **Curriculum for Excellence** will be delivered in our educational establishments. We use **Learning to Achieve** along with the national guidance to monitor, develop and improve outcomes for children and young people.

- **Curriculum for Excellence** – Bringing **learning to life** and **life to learning**.

Curriculum for Excellence is the vehicle by which we deliver a Quality Education across the **4 Contexts of Learning: Curricular Areas, Interdisciplinary Learning, Personal Achievement and the Life and Ethos of the School**. It aims to **raise standards**, prepare our children for a future they do not yet know and equip them for jobs of tomorrow in a fast changing world.

Curriculum for Excellence balances the importance of **knowledge** and **skills**. Every child is entitled to a **broad** and **deep** general education, whatever their level and ability. It develops **skills** for learning, life and work, bringing real life into the classroom, making learning relevant and helping young people apply lessons to their life beyond the classroom. It links **knowledge** in one subject area to another helping make connections in their learning. It develops skills which can enable children to think for themselves, make sound judgements, challenge, enquire and find solutions.

- **Responsibility of all**

Every single teacher and practitioner will be responsible for the development of **literacy and numeracy and health & well-being** from Early Level through to Senior Phase.

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 each transition is smooth. They'll ensure children continue to work at a pace they can cope with and with challenge they can thrive on.

There is an entitlement to personal **support** to help young people fulfil their potential and make the most of their opportunities with **additional support** wherever that's needed. There is an emphasis by all staff on looking after our children's **health and well-being**; to ensure that the school is a place where children feel safe and secure. **GLOW**, Scotland's unique, world leading, online network supports learners and teachers. Learners have **individual access** to GLOW through a username and password issued by school.

Developing the Young Workforce

Collaborative working between early years, primary and secondary alongside partnership working with local employers and businesses enhances your child's experiences from Early Years to their point of exit from school. Curriculum planning and structures in schools have continued to evolve progressively as new

qualifications have been introduced. There is now a wide range of opportunities for young people to develop their employability skills, gain experiences of the world of work and incorporate work-based learning elements together with employers to explore direct pathways into employment. Each Secondary school has a DYW School Coordinator, who are all committed to strengthening links with employers and to create a genuine partnership approach to employability opportunities for all learners.

For more information please see the following websites:

[DYW - Scotland - DYW Scotland - Home](#)
[Forth Valley - DYW - Scotland](#)

Mathematics

Carron Primary like many other schools in the area use 'TeeJay for Maths & Numeracy' which we believe links effectively to the attainment targets of 3-18 Mathematics. This scheme is used as a core mathematics scheme at all stages.

'TeeJay for Maths & Numeracy' has been developed so that children learn through using practical materials, rather than being given large amounts of writing to do, particularly at the early stages. Work is done on problem-solving and enquiry; information handling; number, money and measurement; and shape, position and movement and mental agility.

Our aims in teaching mathematics are not only to teach basic skills but also to develop in children both the confidence to apply mathematical skills in a variety of contexts and the ability to approach problems in a systematic and logical manner so that they are better prepared to meet the needs of the changing world in which they live. Where appropriate, calculators, computers and programmable toys are used to aid children's development of mathematical skills.

Children who experience difficulties may use Breakaway Maths; children requiring to be challenged may use Spotlight Mathematics in addition to the core scheme. Apex Maths, Scottish Heinemann Maths in addition to a range of concrete materials are used to supplement the main scheme.

English Language

English Language seeks to achieve four outcomes: Listening/Talking, Reading and Writing and our programmes of work are planned to ensure that children have a balanced experience of these four areas of language.

We aim to ensure that by the time they leave Carron Primary School, children should:-

- have mastered the technique of listening attentively
- have been trained to read thoughtfully and critically
- be able to express themselves clearly and intelligently in writing and in speech

To this end we use a wide variety of resources including: Heinemann Story World, Bug Club, Accelerated Reading, Longman Book Project (Fiction & Non-Fiction), Active Literacy, Big Writing, Talk 4 Writing, Nelson Skills and Development, Spelling, Grammar and Handwriting, Jolly Grammar, and Collins Literacy. Where children experience difficulties, in consultation with parents, they are moved on to alternative

reading schemes, such as Wellington Square and Barrington Stoke, which we have found very helpful and motivating. We also believe, even in this technological age of computers with spell-checks that it is important that children spell accurately and write legibly! There is a comprehensive spelling programme followed from Primary 1-7 using Active Literacy and Nelson Spelling.

Modern Languages

As a Cluster, we are developing the teaching of Spanish from aged 3 -18. Children in P6 and P7 will learn Mandarin, delivered by a qualified Chinese teacher provided by the Confucius Institute (University of Strathclyde). Gaelic will be taught in taster sessions throughout the school. Gaelic is delivered by a native Gaelic speaker tutors Provided by Feisean Nan Gaidheal.

Social Studies and Sciences

Social Studies includes studying People in the Past, People and Place and People in Society. The Social Studies programme offers children opportunities to observe and study their surroundings; to learn the necessary skills to enable them to interpret and record the information gained; and to gain understanding of their environment through an interdisciplinary approach. The science topics cover a wide range of scientific topics from P1 – 7 and they incorporate practical learning opportunities.

Expressive Arts

Expressive Arts includes Music, Drama and Craft and Art and Design. We are very ably assisted in developing these areas of the curriculum by specialist teachers who visit the school. Instrumental tuition is available for violin and piano.

Religious and Moral Education

Religious and Moral Education is part of the school curriculum. Christianity forms the main part of the teaching programme. This school follows a progressive learning programme as guided by Curriculum for Excellence. We aim to encourage pupils to become aware of a range of religious experiences and of their importance to believers; and to assist pupils in their personal search for meaning, value and purpose in life. Where appropriate, pupils visit places of worship as part of their programme.

Please contact the Headteacher if you would like any further information about the curriculum within our school.

On our website you will be able to access our Standards and Quality Report for last session, an extract of our school improvement plan and links to council and national initiatives.

Play Pedagogy & Active Learning

Curriculum for Excellence emphasises the value of an active learning approach. Active learning is engagement of the brain whilst participating in learning opportunities. In the early years, children will have a range of learning experiences that include planned and purposeful play and stimulating learning which engages and challenges children's thinking using real life and imaginary situations. As children progress through school

they continue to be involved in active learning experiences which give them ownership of their own learning, encourage co-operative working and utilise skills required for learning, life and work.

Planning Children's and Young People's Learning

Practitioners use a variety of approaches to ensure that pupils understand the purpose of their learning and are clear about how to be successful. A variety of planning approaches are used to ensure that experiences are progressive, skills – focused and meet pupils' learning needs. Often individualised targets help pupils to assess their own learning.

Care of Books / Materials

To enable us to provide the best possible education for your child, every care should be taken to look after the school's resources and facilities. Parents are asked to remind their child(ren) that all school equipment and fitments should be used with care.

Books and learning resources which are lost or destroyed must be paid for, either wholly or in part, depending on the age of the resource. Any loss of school or Council property should be reported immediately to the school.

Sensitive Aspects of Learning

Parents will be notified of information workshops and be given opportunities to view materials and resources used in school when teaching sensitive subjects such as sexual health and relationships, parenting skills and drug education.

Religious Instruction and Observance

Religious Instruction

Religious and moral education in non-denominational schools and religious education in Roman Catholic schools is a statutory core subject for all pupils attending primary and secondary education, including those in years S5 and S6, and it is their entitlement to have this taught in a meaningful and progressive way. - Scottish Government Learning Directorate Curriculum for Excellence - religious and moral education

Schools have a statutory duty to provide Religious Instruction in the timetable. This aims to promote a knowledge of the Christian and other faiths and encourage children and young people to develop enquiring minds through investigating spiritual, moral and philosophical issues.

Religious Instruction may include visits to local places of worship, and/or visits from representatives of places of worship. This helps children and young people to develop knowledge and understanding of faiths, especially those with which they are less familiar.

Ultimately, pupils in the upper secondary school can gain a qualification through the study of Religious, Moral and Philosophical Studies at Higher and Advanced Higher

Levels. These courses further develop young people's skills in logical thinking, methodical enquiry and ways of expressing ideas effectively.

Religious Observance/Time for Reflection

Religious Observance, which may take the form of a Time for Reflection, is held at least six times a year, in addition to traditional celebrations central to the life of the school community. Religious Observance will often (but not necessarily) take the form of an assembly.

Withdrawal from Religious Instruction and Religious Observance/Time for Reflection
Parents who wish to exercise their right to withdraw their child from religious observance are encouraged to discuss their intention with the Headteacher in the first instance to enable them to make a fully informed decision. Thereafter parents who wish to proceed to withdraw their child(ren) should notify the Headteacher in writing. This is so that alternative educational activities can be planned for their child(ren) during times of Religious Instruction and/or Observance.

Extra-Curricular Activities

Every school is encouraged to offer as wide a range of sporting and cultural activities as possible. In this context, the Authority provides a degree of financial and administrative support for leagues, competitions, festivals and similar events but it is recognised that, again, the help of parents and the community is irreplaceable. Quite separately, the Council and other partner organisations also undertake to organise and administer certain events and many schools take part in these.

There is a range of extra-curricular activities available for pupils during lunchtime and after school. Parents will be informed about these by the school. In addition to in-school activities, classes also make regular educational visits and field studies. Wherever possible, these visits are linked to pupils' class work.

Where participation involves children travelling or staying late after school, written permission for children taking part is required from parents.

Facilities for Physical Education and Outdoor Activities

The gym hall has a variety of apparatus for physical education within the school. As part of the school's physical education programme, pupils may also use the facilities of the local sports complex, swimming pool or athletics stadium.

Active Schools

Active Schools are now part of Falkirk Community Trust. Active Schools aims to provide more and higher quality opportunities to take part in sport and physical activity before school, during lunchtime and after school, and to develop effective pathways between schools and sports clubs in the local community.

Active School co-ordinators work with primary, secondary and additional support needs schools to increase the number and diversity of children and young people participating in Active Schools activities. In Falkirk there are 8 cluster schools that co-

ordinators work with to provide clubs, events and coach education training, For further information please contact 01324 590952.

www.falkirkcommunitytrust.org/sport/active-schools

Assessment and Reporting

There are a variety of ways to assess progress and ensure that children and young people achieve their potential. Effective assessment practice within schools and establishments include:

- Learner involvement in setting personal targets and next steps
- On-going self-evaluation by learners, staff and school leaders
- Identification of strengths and next steps
- A range of approaches to assessment
- A variety of evidence gathered informally on a day-to-day basis or formally at certain points throughout the year (not exclusively - Teachers' professional judgement, Scottish National Standardised Assessments, National Qualifications)
- Moderation of standards using Education Scotland Experiences and Outcomes and Benchmarks
- Consideration of data analysis and performance information

Achievement of a Level & Scottish National Standardised Assessments (SNSA):

Learner's progress is defined within the following levels:

Level	Stage
Early	Pre-school and P1 however may be later for some
First	To the end of P4 however may be earlier or later for some
Second	To the end of P7 however may be earlier or later for some
Third & Fourth	S1 – S3 however this may be earlier for some
Senior Phase	S4-S6 and college or other means of study

Achievement of a level means that the learner has achieved a breadth of learning across the curriculum area and has met the appropriate benchmarks; that they have responded consistently well to the level of challenge in their learning and can apply what they have learned in new and unfamiliar situation.

From August 2017, National standardised assessments have been introduced to all schools across Scotland in aspects of reading, writing and numeracy, for all learners in P1, P4, P7 and S3.

These assessments sit alongside a wide range of other evidence including ongoing classroom assessment of all aspects of literacy and numeracy. They cannot be used alone to confirm judgements of achievement of a level.

- Within schools and establishments, finding out about your child's progress includes:
 - Attending parents' information evenings
 - Discussing progress with teacher staff and school leaders by appointment
 - Attend open evenings/afternoons including "meet the teacher" events
 - Reading learning logs or diaries (which usually invite parents/carers to comment)
 - Progress Reports (sent home to parents/carers including an invite to make comments)
 - Tracking and Monitoring Reports (regular attainment data provided to track progress)
 - Social media updates from staff and/or the school

Further information about what data is collected about your child is given in section 5 of this handbook.

Section Four – Support for Pupils

Getting It Right For Every Child (GIRFEC)

Getting it Right for Every Child (GIRFEC) is underpinned by the United Nations Convention on the Rights of the Child (UNCRC). The UNCRC was produced in 1989 and contains 54 Articles specifically for children, recognising the special care and protection they need throughout childhood to experience the full range of human rights: civil, cultural, economic, political, and social rights.

The Scottish Government is committed to recognising, respecting, and promoting children's rights as part of its wider commitment to improving life chances for all children and young people. The UNCRC lies at the heart of the Scottish Government's policy and practice.

[UNCRC: the foundation of Getting it right for every child - gov.scot \(www.gov.scot\)](http://www.gov.scot)

Getting it Right for Every Child (GIRFEC) is the Scottish Government's approach to improving children's services. The wellbeing of all children and young people is at the heart of GIRFEC. Services must work together with children, young people, their families, and those responsible for their care, to provide quick and effective support. To support the GIRFEC approach, the Children and Young People (Scotland) Act 2014 ensure key parts of GIRFEC are within law.

Wellbeing

The GIRFEC approach looks at eight areas of wellbeing. These are recognised as required areas which children and young people need to flourish both now and in the future.

The eight wellbeing indicators are:

- Safe
- Active
- Achieving
- Respected
- Healthy
- Responsible
- Nurtured
- Responsible

These enable the adults responsible for the care and wellbeing of children and young people to provide them with support. These areas help children and young people, families, those responsible for their care, and services, to identify any needs. Through a collaborative approach children and young people, families, those responsible for their care, and services will use these eight wellbeing indicators to identify any need and respond with appropriate planned solutions and supports.

This approach provides a common language and areas to focus on when gathering information about a child and young person's world, to ensure they are growing and developing (UNCRC Article 6).

[Policies & strategies - Getting it Right for Every Child \(GIRFEC\) | Falkirk Council](#)

Main Contact

In 2019, the Scottish Government repealed the relevant sections of the Children and Young People (Scotland) Act 2014 relating to the Named Person service. A named

person was defined as a central point of contact for children, young people, and parents. This person had the responsibility for providing families with information for getting the support if, and when, they needed it. As a result of the Scottish Government's decision, education authorities are no longer legally required to provide this service.

Every child and young person will still have a main contact within a school establishment to support and promote their wellbeing. The role of the main contact is to act as the first point of contact for children, young people, those responsible for their care, and families.

If the main contact is not available, please speak to another member of staff who will be able to help. During school holidays an officer from Children's Services Central Team will provide the advice and support you may require.

Family Support Services

Family Support Services work in partnership with families, schools, and other agencies to support young people's wellbeing from early intervention to more intensive support. Children, young people, and families may require additional support at different times in their life due to changing circumstances, such as: following a bereavement, trauma, illness, increased anxiety, and transition points in life. Support can be tailored to meet the individual needs of children, young people, and families, when they need it most and as locally as possible.

A request for support can be made through a member of school staff (main school contact) who will be able to talk with you, gather information and your family's views. This helps identify the most appropriate service. Support can be delivered in school, at home or in the community, on an individual or group basis.

Protecting Children and Young People

Article 19 of the UNCRC states that all children and young people have a right to be protected from violence, abuse and neglect. Everyone who works with children or young people has an important role in keeping them safe. Any individual could identify a concern that a child or young person may be at risk from abuse, neglect, exploitation or violence.

Falkirk Council has clear procedures for all staff to follow when there are concerns that a child might have been abused, are at risk of abuse or are likely to be exposed to significant harm. Sharing relevant information is an essential part of protecting children. Where there is concern about a child's safety or welfare, relevant information will be shared with police or Social work without delay, provided it is necessary, proportionate and lawful to do so.

All concerns that may indicate a risk of significant harm will lead to an Inter -agency referral discussion (IRD). This multi-agency forum involving Social Work, Police, Health and Education share relevant information they hold about the family and will decide on the next steps that are required, whether to progress an investigation and make plans to ensure the immediate safety of the child.

Additional Support Needs

As with all local authority schools in Scotland, this school operates under the terms of the Education (Additional Support for Learning) (Scotland) Act 2004 (amended 2009) and its accompanying Code of Practice. This has been strengthened through the Children and Young People (Scotland) Act 2014.

Further details of the policies and procedures can be found on the Falkirk Council website: [Additional Support Needs - Falkirk Council](#)

Children, young people, and families will work together with this school, other agencies and professionals to provide the best possible educational provision to meet their needs within the resources available. This may include working with Social Work Services, Educational Psychology Service, and the National Health Service.

Support for Pupils

The school makes provision for pupils with additional support needs throughout their education (UNCRC Articles 23, 28 and 29):

- each teacher differentiates the Curriculum for Excellence within their class to provide educational targets and objectives suited to their age and stage of development
- the school has an experienced Support for Learning Teacher or Pupil Support Teacher to co-ordinate and organise support for children
- the school can utilise Support for Learning Assistant time for exceptional cases

For the children and young people who require further support, the GIRFEC wellbeing indicators, and other assessments, may be used to identify their additional support needs. Those involved in helping to complete a rounded picture of assessment are referred to as the Team Around the Child (TAC) (UNCRC Article 3).

Members of the TAC may include the following. Depending on the circumstances, others may be involved:

- the child or young person (UNCRC Article 12)
- parents or carers
- others responsible for the care of the child or young person
- school staff
- social work
- Children's Rights Officer
- ASN Advisor

The Team will also draw up and review plans to meet the identified needs. Their activities are co-ordinated by the Lead Professional, who is responsible for ensuring plans are implemented and has an overall picture of the child or young person's progress.

If you believe your child may have unrecognised additional support needs, your first

point of contact should be the child's class teacher (primary) or their Guidance teacher/Pastoral Head (secondary).

Disputes and Resolution in Additional Support Needs

Schools and Early Learning Centres (ELC) do their best to support and respond to the needs of their children and young people. It is important for good communication between home and school so that should a problem arise, it can be identified and discussed as soon as possible.

In the first instance, the school or ELC should be contacted directly. If the matter cannot be satisfactorily resolved, services from centrally based staff may be called upon: the Additional Support for Learning Adviser, the Educational Psychologist or the school's attached Team Manager. Children's Services also commission independent mediation through Children in Scotland. This is a free service to parents, carers, and young people. It offers an independent mediation service by fully trained, experienced mediators in neutral venues and operates with a child-centred approach. Their services, called Resolve, may be arranged by the Additional Support for Learning Adviser, or accessed directly by parents and carers.

Parents, carers and children or young people with additional support needs can also seek independent advice and support through:

- **Enquire** – the Scottish advice and information Service for additional support for learning managed by Children in Scotland: www.enquire.org.uk, info@enquire.org.uk 0345 123 2303
- **Resolve: ASL** - to contact the service, or to find out more: www.childreninscotland.org.uk, info@childreninscotland.org.uk Sandra Mitchell, Mediation Manager smitchell@childreninscotland.org.uk Children in Scotland, Thorn House, 5 Rose Street, Edinburgh EH2 2PR
- **Scottish Independent Advocacy Alliance** - www.siaa.org.uk, enquiry@siaa.org.uk 0131 510 9410
- **Let's Talk ASN Scotland** - is a Scottish Government funded service for the parents of children with additional support needs and run in partnership with Barnardo's. The service provides legal representation in appropriate education law cases to parents or pupils. It also provides advocacy support for families with a right of reference to the ASN Tribunal for Scotland., c/o Govan Law Centre, letstalkasn@edlaw-arg.uk 0141 445 1955
- **Children and Young People's Commissioner Scotland** - www.cypcs.org.uk/about/

More detailed information about Falkirk Council's ASN service can be found here: [Falkirk Council Additional Support Needs | Supporting Children & Young People with Additional Support Needs Across Falkirk Council \(glowscotland.org.uk\)](http://Falkirk Council Additional Support Needs | Supporting Children & Young People with Additional Support Needs Across Falkirk Council (glowscotland.org.uk))

Educational Psychology Service

The Educational Psychology Service is a statutory service with a role to provide advice to both the school and parents. Educational Psychologists work in collaboration with teachers, parents and other professionals to support children and

young people with their learning and development, and to make the most of their lives.

Every school and pre-five establishment has a link Educational Psychologist who provides consultation, assessment, intervention, training and project work. The Service works within the Staged Intervention Approach of Children's Services. We expect that all schools will have undertaken appropriate assessment and intervention at stage 2 before asking for educational psychology assistance.

The school must obtain the agreement of parents and, where appropriate, the pupil before involving the Educational Psychology Service. Further information is on the website <https://blogs.glowscotland.org.uk/fa/epservice>

As a statutory service we are required to publish a privacy notice which is available here: [Privacy notices: Schools & education - Educational Psychology Service | Falkirk Council](#)

Parents can contact the service directly on Educational Psychology Service educationalpsychologyservice@falkirk.gov.uk or 01324 506600. Please ask for the link psychologist for your child's school or Nick Balchin, the Principal Educational Psychologist.

EPS Prioritisation

The Educational Psychology Service does not operate a waiting list system. We aim to be responsive as a service and so we do this through a prioritisation system.

A. Respond to statutory requests within agreed timescales these are written request for an educational Psychology Assessment from the parent, child/young person or the local authority from the Additional Support Needs Team

OR

B. Prioritise with school manager/cluster approximately termly and prioritise as follows:

1. Critical incidents
2. Children at risk of education placement breakdown
3. Children where there is evidence that high levels of adaptation are required
4. Assessment in relation to significant Additional Support Needs or placement change
5. Exploratory Assessment to identify areas of concern

Pastoral Support

Every member of staff has responsibility for the pastoral support of our pupils. For some pupils additional support is offered through a key person in school. This usually will be one of the management team. An integrated approach with partner agencies is employed where greater support is needed.

Transitions

Nursery to Primary School

Each establishment has a detailed approach to ensure a smooth transition for children to primary school. This involves nursery and primary staff working together to share information about children's progress and achievements which will inform future planning.

Pre-school pupils are issued with a program of induction activities, including visits to classroom, meeting their teacher, visits to the playground and meeting their P7 buddies. Parents meet with the Depute Headteacher to share information about the general life of the school and learning experiences offered in Primary 1. In June of the pre-school year, parent/carers are invited to share a school lunch with their child.

Primary to Secondary School

Pupils spend a 3 day visit in Larbert High School following a secondary timetable. This is followed by a two day visit in May/June.

There is a well-established transition programme between the high school and primary which includes high school staff regularly spending time in the primary 7 classes in the primary school.

All transitions from class to class are important and pupils meet new teachers in the summer term for the next session. Where necessary an enhanced transition can be arranged to meet individual needs.

Nursery Class Provision

Information on Education Maintenance Allowance and how to apply can be found here: [Benefits and support: Education Maintenance Allowance \(EMA\) - Falkirk Council](#)

Primary School Admissions

Education Services must set a date each year for the commencement of children's attendance at Primary school. This date is usually the 3rd or 4th week in August. When commencing Primary 1 education, your child will normally attend the local denominational or non-denominational Primary school and transfer from it, after Primary 7, to its associated Secondary school. Details of the catchment areas and boundaries can be obtained from the Forward Planning Section – Tel. 01324 506608 in Education Services, on the website - www.falkirk.gov.uk or the relevant school. Pupils who are baptised Roman Catholic and who live within the catchment area of a denominational school are automatically entitled to enrol at the school. All other pupils will require a placing request (see below).

Primary 1 enrolments will be accepted from 1st November until 31st December each year. Parents will receive information regarding the enrolment arrangements via

Groupcall in October. Adverts will also be placed in the local press and all nurseries and schools.

Parents of pupils enrolling at a denominational school must also present their child's RC baptismal certificate. Parents of pupils that are not RC baptised will be required to submit a placing request (see below).

You are still required to enrol your child(ren) at your catchment denominational school (if RC baptised) or catchment non-denominational school (if not RC baptised) even if you do not wish him/her to attend that school.

Information on enrolments will also be available through the Falkirk Council website at www.falkirk.gov.uk.

Children eligible for enrolment are those whose 5th birthday falls between 1st March and the end of February the following year. Requests for enrolment will only be prioritised if Education Services receive more requests for enrolment than places available at the school.

Primary to Secondary Transfer

There are a range of activities that take place to ensure that all children are well supported as they move from Primary 7 to 1st year, and these are all decided by each secondary school and its associated primary schools.

Generally, visits take place in the summer term, with a programme of activities for pupils in classroom relating to their secondary subjects. Sporting and social activities may also be planned. Pupils, therefore, become familiar with the new school, their new teachers, and their new classmates.

Clusters also arrange for secondary school subject teachers to visit Primary 7 classes from time to time, with the cluster agreeing each year which subject areas should be the focus for these. Opportunities for senior pupils from secondary schools to visit classes in their associated primaries offer further reassurance and can help supportive peer relationships to be developed before S1 begins.

Most secondary schools also have an information evening for parents of Primary 7 children at which they can gain information about uniform, lunchtime arrangements, school clubs, etc.

Pupils with Additional Support Needs

Secondary school Pastoral and Support for Learning teachers make visits to the Primary 7 class to get to know the children and their needs, including any Additional Support for Learning needs. Visits by Support for Learning staff sometimes take place as early as Primary 6 to help with additional arrangements for those children for whom the move to secondary school may present challenges.

Moving to the denominational secondary school

- **Children who are baptised Catholic**

With the exception of some pupils at St Patrick's PS, pupils who are in Primary 7 in denominational primary schools (Sacred Heart PS, St Andrew's PS, St Mary's PS, St Francis Xavier's PS and St Joseph's PS) move to St Mungo's HS. Pupils in Primary 7 at St Patrick's PS attend St Modan's HS in Stirling.

- **Children who are non-Catholic**

Parents of non-RC baptised pupils who were enrolled through a Placing Request at a denominational primary school must submit a further Placing Request if they wish them to transfer to St Mungo's High School. These pupils are, otherwise, automatically entitled to transfer to their catchment non-denomination secondary school.

Moving between denominational and non-denominational schools

Parents who intend to send their children to St Mungo's HS from a non-denominational primary school, or from a Catholic primary school to their catchment non-denominational high school, should make known their intentions both to the primary school and the secondary school as soon as possible. This enables the necessary transfer arrangements to be made. A placing request will also be required.

Mid Session Transfers

You may make a Placing Request at any time during a school session. If your child is experiencing problems at school, you are advised to discuss the matter with the Head Teacher prior to making a Placing Request. Completing the Application Form does not guarantee a place for your child at your chosen school.

Transport for Placing Requests

If a Placing Request is successful, parents will be responsible for the safety and transportation costs of their child to and from their chosen school.

Catchment Secondary School

Larbert High School, Carrongrange Avenue, Larbert.

Placing Requests

As a parent, you have the right to make a Placing Request for your child(ren) to be educated in a school other than the local school. Applications for Primary 1 and Secondary 1 Placing Requests to commence school in August will only be accepted following the publication of an advert in the local press inviting applications in early December.

Every effort will be made to try to meet parental wishes, but you should note that it is not always possible to grant every Placing Request. You should also note that a successful Placing Request for one child does not guarantee a successful one for another child. A parent could, therefore, end up with children attending different schools.

Primary 1 children must also be enrolled at the catchment area school whilst awaiting the outcome of their Placing Request Application. If the Placing Request is granted, the child's enrolment at the catchment school will automatically be withdrawn by Education Services.

Placing Requests can only be approved when there are sufficient places remaining in the class after all catchment area children have enrolled and if staffing and accommodation at the school are able to meet the numbers of Placing Requests at that school. Education Services will also reserve places in a class for catchment pupils they expect to move into the area during the school year.

If more Placing Requests are made for admission to a particular school than places available, these Requests will be prioritised according to Falkirk Council's Admissions Policy and requests accepted and refused accordingly.

Online placing request applications can be made via the Council's website www.falkirk.gov.uk/placingrequests. Written application forms are available from all schools and from Children's Services. Written applications must be returned to the Director of Education Services, Suite 1A, Falkirk Stadium, 4 Stadium Way, Falkirk, FK2 9EE. Placing requests for Primary 1 and Secondary 1, commencing in the next school session, should be made by the 15th March each year. Responses will be issued no later than 30th April.

Your Placing Request will be considered against a set of criteria which is set out in the Council's priorities for admission.

Any Placing Requests received after the 15th March for Primary 1 and Secondary 1 will not be considered in the first round of Placing Requests. Parents / Carers will be notified of the outcome of their request within 8 weeks of receipt.

As soon as a decision has been made, you will be notified of the result. If your Placing Request is successful, you will be asked to contact the school to establish arrangements for enrolment.

Section Five – School Improvement

Raising Attainment

Assessment is an integral part of the teaching process and your child will be continually assessed during their school career. This assessment can be both formal and informal and takes many forms; observation, tests, pupil/teacher dialogue, written or spoken tasks and teacher judgement. The result of the assessment process allows teachers to form next steps in your child's learning.

Monitoring performance and using the resulting information to secure improvement is an important part of the work of head teachers, school staff and officers within

Education Services. Head Teachers regularly track pupils' progress at meetings with each teacher throughout the year to ensure that progress is maintained and to identify effective strategies to support progress when necessary.

Information about your child's progress will be shared between home and school throughout the session. This will include parents' nights and an annual report. The aim of the annual report is to provide details of your child's strengths, development needs and attainment within Curriculum for Excellence. Parents and children are welcome to comment on the annual report. Parents are welcome to contact their child's school at any time if they have any questions or concerns regarding their child's progress.

Standards and Quality Report

Schools and centres must provide an annual Standards and Quality Report (SQR) as a record of the progress made with the annual improvement plan. This should highlight celebrate successes and identify next steps. Setting should consider the best approach to engaging all stakeholders in this process, including the use of interactive digital publications.

The SQR should be based on the results of on-going self-evaluation which is rigorous, effective and based on consideration of impact. It should give a clear indication of where the school is now in relation to its process of continuous improvement and any identified next steps.

It should also state clearly and briefly the progress towards the National Improvement Framework (NIF) priorities and drivers and Children's Services NIF Improvement Plan priorities.

The National Improvement Framework's key priorities are:

- Placing the human rights and needs of every child and young person at the centre of education
- Improvement in children and young people's health and wellbeing
- Closing the attainment gap between the most and least disadvantaged children and young people
- Improvement in skills and sustained, positive school-leaver destinations for all young people
- Improvement in achievement, particularly in literacy and numeracy.

The drivers of improvement identified in the NIF are:

- School and ELC leadership
- Teacher and practitioner professionalism
- Parent/carer engagement and family learning
- Curriculum and assessment
- School and ELC improvement
- Performance information

School Improvement Plan

The School Improvement Plan priorities for this session can be obtained from the school website. It is also shared with the Parent Council and PTA at the first meeting in the new session.

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.

Information on how this data is used and what the Scottish Government and its partners do to protect the information supplied to them can be found via the link below:

<https://www2.gov.scot/Topics/Statistics/ScotXed/PrivacyInformation>

For more information on why we transfer educational data to the Scottish Government and third parties, please see the Primary page on the Falkirk Council website : www.falkirk.gov.uk/privacy

Concerns

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

Websites

You may find the following websites useful.

<https://education.gov.scot/parentzone/> - parents can find out about everything from school term dates to exam results. This site also offers information for pre-5 and post school. It also lists relevant publications for parents and provides hyper-links to other useful organisations.

<https://education.gov.scot/inspection-reports> - parents can access school and local authority inspection reports and find out more about the work of Education Scotland.

<https://education.gov.scot/parentzone/> - parents can find out about individual schools. They can choose a school and select what type of information they need such as Education Scotland reports, exam results, stay on rates and free school meal entitlement.

www.falkirk.gov.uk - contains information for parents and information on Falkirk schools.

<http://www.childline.org.uk/Explore/Bullying/Pages/Bullyinginfo.aspx> - contains information for parents and children on varying forms of bullying and provides help for parents and children who are affected by bullying.

<http://www.respectme.org.uk/> - Scotland's anti-bullying service. Contains information for parents and children on varying forms of bullying and provides help for parents and children who are affected by bullying

<http://www.ltscotland.org.uk/> - provides information and advice for parents as well as support and resources for education in Scotland

<http://www.equalityhumanrights.com/> - contains information for everyone on equality laws within the government and local authorities.

Scottish Attainment Challenge: [1. Introduction - Scottish Attainment Challenge: framework for recovery and accelerating progress - gov.scot \(www.gov.scot\)](#), [Scottish Attainment Challenge | Learning in Scotland | Parent Zone \(education.gov.scot\)](#) and [Scottish Attainment Challenge | Learning resources | National Improvement Hub \(education.gov.scot\)](#)

Curriculum for Excellence: [What is Curriculum for Excellence? | Curriculum for Excellence | Policy drivers | Policy for Scottish education | Scottish education system | Education Scotland](#)

National Improvement Framework 2022: [Education - Achieving Excellence and Equity: national improvement framework and improvement plan 2022 - gov.scot \(www.gov.scot\)](#) and [National Improvement Framework | Learning in Scotland | Parent Zone \(education.gov.scot\)](#)

Glossary

ASL – Additional Support for Learning

ASN – Additional Support Needs

CFE - Curriculum for Excellence

CLD – Community Learning and Development

DHT - Depute Headteacher

EMA – Education Maintenance Allowance

FFB - For Falkirk's Bairns - Integrated Children's Service Plan

FOI – Freedom of Information

FVNHS - Forth Valley National Health Service

GIRFEC – Getting it Right for Every Child

Glow - Scottish Schools National Intranet (Glow doesn't stand for anything)

HT - Headteacher

LIPs - Local Improvement Priorities

LTA - Learning to Achieve

MFiF - My Future's in Falkirk

NPFS - National Parent Forum of Scotland

PC - Parent Council

PLPs - Personal Learning Plans (personal learning planning)

PT - Principal Teacher

PTA/PA - Parent/Teacher Association/Parents Association

SEEMiS - Management Information Systems (SEEMiS is the pupil database)

SIP - School Improvement Plan

SPTC - Scottish Parent Teacher Council

SQA – Scottish Qualifications Authority