



Stirling Council
Children, Young People &
Education

Bannockburn Primary School
Handbook

December 2015

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**Stirling Council
Children, Young People and Education**

Director's Foreword

Education is key to every child's future and enables us to create a fairer and more inclusive society, to promote economic success and to secure positive life chances for all.

The Education Service wants all children and young people growing up in Stirling to be safe and happy, to enjoy good health, to be listened to and respected, to engage in a wider range of active learning opportunities and to achieve positive outcomes.

The Education Service will realise this ambition by putting children and young people first, by promoting inclusion and by delivering a high quality service.

We are committed to raising standards of achievement and attainment within a context of lifelong learning. To do this requires effective teaching and learning in order to meet learners' needs and to tackle the barriers which may prevent success. This commitment is outlined in the Stirling and Clackmannanshire Education Service Strategic Plan 2014-2017, <http://www.stirling.gov.uk/educationstrategicplan>.

The Education Service attaches great importance to life long learning, giving children the best possible start in life and supporting children as they progress from nursery to school and beyond.

The needs of our children and young people will be best met by working effectively together with parents, partners and public services.

We place a very high value on raising children's confidence and sense of self-worth. Giving them experiences of success is critically important. This is fully consistent with Curriculum for Excellence through which we aim to support children and young people to develop as confident individuals, effective contributors, successful learners and responsible citizens.

We want parents to be involved in their children's learning. The Parental Involvement Act aims to strengthen parental involvement in education and to provide a flexible system for parental engagement and representation.

Our key priority is to help all people in Stirling to succeed, especially our children and young people. We are committed to Getting it Right for Every Child, and as Stirling Council moves towards a new Children's Service, we will work tirelessly to support learners, their families, staff and our wider communities to ensure every child reaches their full potential.

A handwritten signature in black ink that reads 'David Leng'.

David Leng
Director of Children, Young People and Education
Stirling and Clackmannanshire Councils
December 2015

WELCOME FROM THE HEADTEACHER

Welcome to our school. We are very proud of our whole school community and hope that you will be too.

I hope and trust that the following information will be useful to you before and during your child's time at Bannockburn Primary School. We aim to create a welcoming, secure and mutually respectful learning community where everyone is encouraged to aim high and expect success. Through the Curriculum for Excellence, our staff team aim to help your children become successful learners, confident individuals, responsible citizens and effective contributors.

We believe that the most effective education occurs when there is a strong partnership between school and home. Working together is vital and we encourage you to keep in close contact with the school. We will offer a number of opportunities throughout the school year for you to meet with staff and come into school to work with your child.

I understand that this handbook may not answer all your questions. If this is the case, you are encouraged to discuss any queries with us at any time.

Audrey Ross
Headteacher

I recognise that the best advocates for our school are the children themselves and some of our previous Primary 7 learners wanted to share their thoughts about our school with you:

Bannockburn Primary is great in many ways, we are encouraged to be effective contributors, successful learners, confident individuals and responsible citizens every single day.

All day, every day, we're learning in fun and interesting ways with courage to take on challenges but even if we fail, we always try again.

Negativity we do not do, we are confident learners and supported the whole year through.

Now it's time! Assembly! Giggles, celebrations, captivating, just having a good time. Everyone gathered here, smiling with a shine!

One team, working together, because we know 'together everyone achieves more'.

Courage that runs through each learner in our school, doing everything we can to reach our full potential.

Knowledge, skills and attitudes is what we need to succeed and teachers provide it with flying colours.

Bannockburn provides us with a clean and safe learning environment with exciting resources including laptops and iPad. Opportunities are endless in our school.

Understanding when we make mistakes and reflecting on them to make improvements is a very good skill we have.

Realise that we are here to learn as much as we possibly can, problems are simply part of the curriculum, that appear, and fade away but the lessons we learn will last a life time.

Not to mention we are a Rights Respecting Schools is what we strive to be and our friendly Robot BRIAR reminds us to respect the school and everything and everyone in it.

DESCRIPTION OF THE SCHOOL

Bannockburn Primary School was built in 1965 and has 18 rooms, a library, a nursery class, a large hall, a dining room and kitchen. An extension to the main building was completed in November 1993. This accommodates some of our Early Years classes. At present we have 14 classes in the school.

Outdoor facilities include a large tarmacked playground alongside a large grass playing area which has a trim trail and an Eco garden. Our ECO Committee are charged with finding ways to improve and enhance our school grounds, ensuring that they remain litter free.

The school is owned and maintained by Stirling Council. Security systems are in place governing access to the building. We operate a system of signing in and out as well as issuing identification tags. This is perhaps tedious for regular visitors/helpers but our parental community supports these measures for our children's security. CCTV is also in operation.

There are four main entrances currently in use:

- Extension Entrance for Primary 1
- Early Years Playground Entrance for Primary 2 and Primary 3
- Two separate entrances for Primary 4 – Primary 7 in the main playground

Our school has wifi availability in every classroom and we make use of laptops, computers and ipads to enhance learning experiences.



SCHOOL INFORMATION

School website address	www.bannockburnprimary.ik.org
School twitter address	@bannps
Headteacher	Audrey Ross
Depute Headteacher	Lindsey Howland (Nursery – P3)
Depute Headteacher	Aileen Mellor (P4 – P7)
Principal Teachers	Kim Duncan, Literacy Lead Paula Harris, Numeracy Lead Chiara Sportelli, Health and Wellbeing Lead
Classroom Teachers	Lynsey Anderson Emma Beattie Pamela Brisbane Theresa Dandie Suzanne Garnham Iain Harvey Claire McCarthy Victoria McFarlane Jackie McKay Kirsty McMillan Jennifer Morton Sacha Oates, Support for Learning Teacher Thomas Peden Helen Pinkerton Eleanor Polson Jenny Robertson Faye Samson Lisa Smith, PE Specialist (Mondays only) Roisin Watson
Senior Early Childhood Educator	tbc
Early Childhood Educator	Claire Baxter Leigh Dick Claire Lawrence Sandra Morrison
Early Childhood Educator (Early Intervention)	Elaine Mackenzie
Administrative Support Assistants	Angela Ewing Tracie Mclvor

Support Staff

Margaret Burrow
Sandra Hunter
Audrey McEwen
Audrey McMillan
Patricia Morrison
Nettie Newitt
Karen Sneddon
Karen Tait

Janitor

Callum Richardson

The School Day

Morning session	9.10 am – 10.45 am
Morning interval	10.45 am – 11.00 am
Morning session	11.00 am – 12.30 pm
Lunchtime	12.30 pm – 1.30 pm
Afternoon session	1.30 pm – 3.15 pm

Stages of the School

Primary 1 to Primary 7

Nursery sessions

Morning session	08.50 am – 12 noon
Afternoon session	12.15 pm – 3.25 pm

Nursery Class

Within Bannockburn Primary School there is a 24/24 nursery class. The nursery aims to provide a secure and happy learning environment. Our parents are actively encouraged to become involved in the life of the nursery. All questions regarding the nursery should be addressed in the first instance to either Mrs Howland, Depute Headteacher or our Senior Early Childhood Educator.

How Learning is Organised

Parents should be aware that the formation of classes can vary from year to year to reflect the changing numbers within specific year groups. There are times when the distribution of children over various stages in the school necessitates the formation of multi-age classes, also known as composite classes. This is where children from two different stages of the school become one class, e.g. P4/5. On occasions class structures may have to be altered during the school year. All primary school teachers are trained to teach in differentiated groups, meeting the needs of all learners. A composite class will not exceed 25 in number, unlike a single stage class which may contain 30 in P2 and P3 and 33 from P4 to P7. P1 classes have a maximum of 25 children which has the capacity to increase to 30 in P2.

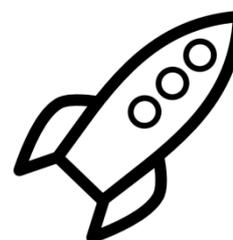
SCHOOL VALUES AND AIMS

In August 2014 all staff in the school worked together to create a shared vision regarding our core business. The following is the agreed mission statement for all staff at Bannockburn Primary School:

We encourage all children to be the best they can be. We provide a safe, caring and motivating learning environment where high quality learning and teaching experiences ensure a culture of success and achievement.

Early in the 2015/2016 session, we consulted with children, staff, parents and visitors to our school on what are the values which we want to promote and uphold within our school. The following have been adopted as our core values:

P	Positive Attitude
R	Respect for self and others
I	Integrity
D	Determination
E	Enthusiasm



These values will be officially launched in January 2016 and will feature prominently through the school year.

We have also spent time developing our Curriculum Rationale. This details what children, parents and staff want for Bannockburn pupils as they move through the school and beyond.

We have chosen the theme of a Bannockburn Rocket on its way to the North Star to create a visual for our rationale. On its way to the North Star, the rocket passes a number of stars. These stars detail the skills and qualities that we want for our learners.

The skills and qualities are as follows:

- To demonstrate leadership skills and have integrity.
- To be able to work independently as well as with others.
- To be able to read to understand texts as well as express themselves in writing.
- To be able to set high standards for themselves and be aspirational about their future.
- To be able to make good choices about physical and emotional health.
- To be able to think critically and solve problems
- To be considerate and respectful of others.
- To have a good knowledge of Bannockburn and its place within Scottish history.
- To be able to work well with numbers in order to solve problems.
- To be resilient and recognise that making mistakes is part of learning and to be able to take measured risks.

ETHOS

At Bannockburn Primary School standards and values are very important to us. We set high expectations for everyone within our school community. At the start of every year children in class work together to create their Class Charter which is a class based description of the values and expectations within their class. These charters are shared with parents. Further information on our Community Charter can be found on our website www.bannockburnprimary.ik.org.

An important aspect of our school community is the House System which is in operation.

All children become members of a House group when they arrive at Bannockburn Primary School. The House System promotes positive behaviour and the strategies employed are to facilitate effective behaviour management within the school. The strategies are to promote the positive but also include consequences for learners, which make them accountable for their actions.

There are four Houses; each represented by a colour. Wallace – Red, Bruce – Blue, Murray – Yellow and Douglas – Green.

Members of staff are allocated to a house for supervisory purposes. The class teacher, according to class register will allocate learners to a House i.e. alphabetically. New members to the class, during the school year will be allocated to the House with the least learners. Each year Primary 1 learners will join a House and will continue in that House throughout their primary school career. At Sports' Day we encourage learners to wear a T shirt of their House colours where possible.

Three times yearly, House members will select a three House Captains from Primary 7 learners. They will be given special responsibilities, especially those of caring and supporting learners in their House.

House meetings will be held fortnightly on a Wednesday morning, 10.00 am – 10.30 am.

The House meeting will mainly be a forum to celebrate success and to increase team working skills. Staff alongside the House Captains will supervise these meetings. House Captains will be responsible for organising a number of special events including House Challenges throughout the year.

Learners can gain House points at any time during the school day. It may be from any member of staff for work, attitude or good behaviour.

During lunchtime and breaks, learners can be awarded House points through our "Caught in the Act" process by the Support Staff for excellent attitude and behaviour. "Caught in The Act" awards will be celebrated at our assemblies.

It is important that learners regard Support Staff as part of the school team and are given the same respect as teaching staff. Points will be recorded in the classroom and the top scorer from each house, in each class, will be reported to House meetings. Points are awarded at the discretion of the class teacher e.g. it is likely that teachers will award House points for the wearing of school uniform, as we encourage this practice throughout the school. At the end of each fortnight House point totals for the whole school will be collated and the winning House will be presented with the House Cup and be awarded some extra playtime, once a week as a reward (10 minutes). The presentation will take place at a fortnightly whole school assembly. These will be held on a Wednesday afternoon from 1.30pm.

Although the House System should promote community spirit and promote positive behaviour there are times when these strategies fail. We therefore have put in place consequences for those learners whose behaviour is unacceptable. Class teachers and Support Staff will report inappropriate behaviour choices to a member of the Leadership Team. Learners who receive Red Cards from Support Staff in the playground or reports from their class teacher will have an opportunity to explain the circumstances to the headteacher or a member of the leadership team. A letter is sent to parents to inform of the Red Card and to enlist their support in improving the choices their child is making.

Learners' opinions are highly valued and they will have an opportunity to discuss consequences of actions. A variety of consequences may be used e.g. loss of Golden Time, supervised break or lunch time, phone call to parents.

This should bring issues such as bullying, anti-racism into the open forum and help in anti-bullying strategies. A record of behaviours and corrective actions will be kept in a behaviour log in the headteacher's office. When a learner's name appears in the Behaviour Log, a member of the Leadership Team will be assigned to undertake daily check-ins with them to help maintain positive behaviour.

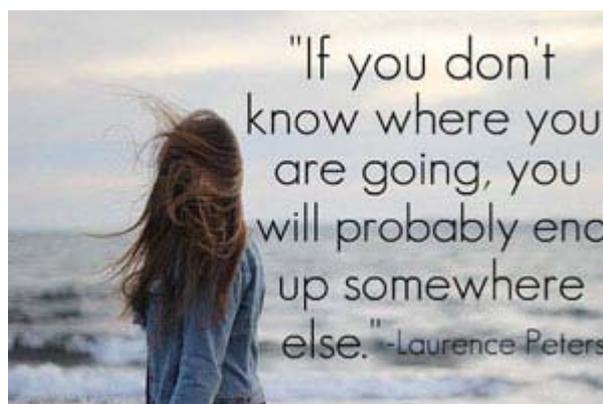
Each fortnight at our assembly, one pupil from each class will be awarded a Star Learner certificate. This will be accompanied with a Star Learner lanyard, which the pupil can wear for the following two weeks and special privileges will be granted to these pupils. Their names and photographs will be displayed on the plasma screen in the front foyer so that their success is celebrated with visitors as well as with the whole school. The Star Learner award may be given for a variety of reasons – it is not necessarily an award for high attainment in the curriculum – learners of all abilities will be considered – attitude, behaviour and endeavour will be the key criteria.

All learners will have an opportunity, through various groups within the school and through Circle Time in the classroom, to suggest any extra rewards they think appropriate and would value. Each pupil will be issued with his or her appropriate House badge. If lost, pupils will be asked to pay 20p for a new badge if they wish to wear it on their uniform. We hope that, as parents/carers we have your support for this system. This partnership is fundamental in the success of this strategy. The House system will be monitored and evaluated by staff and pupils on a regular basis. If you have any comments or suggestions then we would welcome them.

We are a restorative school and all staff are trained in this approach. Full details can be found on our school website as part of our Community Charter.

SCHOOL IMPROVEMENT PLAN

We operate an agenda of continuous improvement which we ensure through regular and robust self-evaluation procedures which involve parents, children and all staff. These procedures support us in establishing a three year Improvement Plan. We plan in detail for one year and have an intended course of travel over a three year period. The main priorities for the current session in the school and nursery are:



2015/2016

- To develop staff awareness and understanding of nurture and nurturing principles.
- To further embed parental engagement ensuring the involvement of a more representative body of our parents.
- To further embed and enhance CfE principles and practice.

2016 and beyond

- Development of numeracy skills with a particular focus on mental arithmetic and general maths between First and Second levels.
- To further improve learner experience and attainment within literacy with a particular focus on Early and First levels
- Improve attendance from 93.9% to 95% in order to improve attainment.
- To introduce further opportunities for leadership development amongst our First and Second level learners.
- Review and enhance 1+2 approach by embedding French across Nursery to P7 and reviewing second language to be introduced by 2020.

Our full school improvement plan can be accessed on our school website www.bannockburnprimary.uk.org.

CURRICULUM

Our curriculum is based on the guidance in Curriculum for Excellence. The aims of the curriculum are to make children confident individuals, successful learners, effective contributors and responsible citizens. The guidance is structured under eight curricular areas:

- Literacy
- Numeracy
- Health and Wellbeing
- Expressive Arts
- Religious and Moral Education
- Sciences
- Social Studies
- Technologies

Many of the outcomes will be taught in an inter-disciplinary manner where teachers make explicit connections between different curricular areas. This should ensure that learning is relevant, challenging and enjoyable, offers choices for children, shows progression, depth, breadth and is coherent.

Literacy

'The development of literacy skills plays an important role in all learning. I develop and extend my literacy skills when I have opportunities to:

- communicate, collaborate and build relationships
- reflect on and explain my literacy and thinking skills, using feedback to help me improve and sensitively provide useful feedback for others
- engage with and create a wide range of texts in different media, taking advantage of the opportunities offered by ICT
- develop my understanding of what is special, vibrant and valuable about my own and other cultures and their languages
- explore the richness and diversity of language, how it can affect me, and the wide range of ways in which I and others can be creative
- extend and enrich my vocabulary through listening, talking, watching and reading.

In developing my English language skills:

- I engage with a wide range of texts and am developing an appreciation of the richness and breadth of Scotland's literary and linguistic heritage
- I enjoy exploring and discussing word patterns and text structures

Learning a new language encourages children and young people to broaden their horizons as they explore the language and its associated culture.

Through my learning of a new language:

- I gain a deeper understanding of my first language and appreciate the richness and interconnected nature of languages
- I enhance my understanding and enjoyment of other cultures and of my own and gain insights into other ways of thinking and other views of the world
- I develop skills that I can use and enjoy in work and leisure throughout my life.

The study of language plays an important role in all language learning and the development of literacy skills. I develop and extend my literacy skills when I have opportunities to:

- communicate, collaborate and build relationships
 - reflect on and explain my literacy and thinking skills, using feedback to help me improve and sensitively provide useful feedback for others
 - engage with and create a wide range of texts in different media, taking advantage of the opportunities offered by ICT
 - develop my understanding of what is special, vibrant and valuable about my own and other cultures and their languages
 - explore the richness and diversity of language, how it can affect me and the wide range of ways in which I and others can be creative
 - extend and enrich my vocabulary through listening, talking, watching and reading.'
- Social Studies

Numeracy

My learning in mathematics enables me to:

- develop a secure understanding of the concepts, principles and processes of mathematics and apply these in different contexts, including the world of work
- engage with more abstract mathematical concepts and develop important new kinds of thinking
- understand the application of mathematics, its impact on our society past and present, and its potential for the future
- develop essential numeracy skills which will allow me to participate fully in society
- establish firm foundations for further specialist learning
- understand that successful independent living requires financial awareness, effective money management, using schedules and other related skills
- interpret numerical information appropriately and use it to draw conclusions, assess risk, and make reasoned evaluations and informed decisions
- apply skills and understanding creatively and logically to solve problems, within a variety of contexts
- appreciate how the imaginative and effective use of technologies can enhance the development of skills and concepts

Health and Wellbeing

'Learning in health and wellbeing ensures that children and young people develop the knowledge and understanding, skills, capabilities and attributes which they need for mental, emotional, social and physical wellbeing now and in the future. Learning through health and wellbeing enables children and young people to:

- make informed decisions in order to improve their mental, emotional, social and physical wellbeing
- experience challenge and enjoyment
- experience positive aspects of healthy living and activity for themselves
- apply their mental, emotional, social and physical skills to pursue a healthy lifestyle
- make a successful move to the next stage of education or work
- establish a pattern of health and wellbeing which will be sustained into adult life, and which will help to promote the health and wellbeing of the next generation of Scottish children.

It also enables some to perform at high levels in sport or prepare for careers within the health and leisure industries’.

Expressive Arts

‘The inspiration and power of the arts play a vital role in enabling our children and young people to enhance their creative talent and develop their artistic skills.

By engaging in experiences within the expressive arts, children and young people will recognise and represent feelings and emotions, both their own and those of others. The expressive arts play a central role in shaping our sense of our personal, social and cultural identity. Learning in the expressive arts also plays an important role in supporting children and young people to recognise and value the variety and vitality of culture locally, nationally and globally.

Learning in, through and about the expressive arts enables children and young people to:

- be creative and express themselves in different ways
- experience enjoyment and contribute to other people’s enjoyment through creative and expressive performance and presentation
- develop important skills, both those specific to the expressive arts and those which are transferable
- develop an appreciation of aesthetic and cultural values, identities and ideas and, for some,
- prepare for advanced learning and future careers by building foundations for excellence in the expressive arts.’

Sciences

‘Children and young people participating in the experiences and outcomes in the sciences will:

- develop a curiosity and understanding of their environment and their place in the living, material and physical world
- demonstrate a secure knowledge and understanding of the big ideas and concepts of the sciences
- develop skills for learning, life and work
- develop skills of scientific inquiry and investigation using practical techniques
- develop skills in the accurate use of scientific language, formulae and equations
- recognise the role of creativity and inventiveness in the development of the sciences
- apply safety measures and take necessary actions to control risk and hazards
- recognise the impact the sciences make on their lives, the lives of others, the environment and on society
- develop an understanding of the Earth’s resources and the need for responsible use of them
- express opinions and make decisions on social, moral, ethical, economic and environmental issues based upon sound understanding
- develop as scientifically literate citizens with a lifelong interest in the sciences
- establish the foundation for more advanced learning and, for some, future careers in the sciences and the technologies.’

Social Studies

Learning in social studies will enable me to:

- develop my understanding of the history, heritage and culture of Scotland, and an appreciation of my local and national heritage within the world
- broaden my understanding of the world by learning about human activities and achievements in the past and present
- develop my understanding of my own values, beliefs and cultures and those of others
- develop my understanding of the principles of democracy and citizenship through experience of critical and independent thinking
- explore and evaluate different types of sources and evidence
- learn how to locate, explore and link periods, people and events in time and place
- learn how to locate, explore and link features and places locally and further a field
- engage in activities which encourage enterprising attitudes
- develop an understanding of concepts that stimulate enterprise and influence business
- establish firm foundations for lifelong learning and for further specialised study and careers.

Technologies

Learning in the technologies enables me to:

- develop an understanding of the role and impact of technologies in changing and influencing societies
- contribute to building a better world by taking responsible, ethical actions to improve my life, the lives of others and the environment
- gain the confidence and skills to embrace and use technologies now and in the future, at home, at work and in the wider community
- become an informed consumer and producer who has an appreciation of the merits and impacts of products and services
- be capable of making reasoned choices relating to the environment, sustainable development and ethical, economic and cultural issues
- broaden my understanding of the role that information and communications technology (ICT) has in Scotland and in the global community
- broaden my awareness of how ideas in mathematics and science are used in engineering and the technologies
- experience work-related learning, and establish firm foundations for lifelong learning, and specialised study and careers

It is important to remember that as children and young people play and learn they will develop an interest, confidence and enjoyment in ICT skills that can be transferred. www.educationscotland.gov.uk will provide further information on the curriculum.

Religious and Moral Education

Learning through religious and moral education enables me to:

- recognise religion as an important expression of human experience
- learn about and from the beliefs, values, practices and traditions of Christianity and the world religions selected for study, other traditions and viewpoints independent of religious belief

- explore and develop knowledge and understanding of religions, recognising the place of Christianity in the Scottish context
- investigate and understand the responses which religious and non-religious views can offer to questions about the nature and meaning of life
- recognise and understand religious diversity and the importance of religion in society
- develop respect for others and an understanding of beliefs and practices which are different from my own
- explore and establish values such as wisdom, justice, compassion and integrity and engage in the development of and reflection upon my own moral values
- develop my beliefs, attitudes, values and practices through reflection, discovery and critical evaluation
- develop the skills of reflection, discernment, critical thinking and deciding how to act when making moral decisions
- make a positive difference to the world by putting my beliefs and values into action
- establish a firm foundation for lifelong learning, further learning and adult life.

LEARNING AND TEACHING

There are a variety of learning and teaching approaches used throughout the school. These include direct class teaching, direct group teaching, discussion, team and individual challenges, activity based learning to name a few. Teachers are skilled at offering a variety of learning opportunities to meet the needs of the varying learning styles within their classroom. Tasks are differentiated to meet the needs of the learner's ability within a classroom setting. Learners with additional needs are included in this. Assessment is used to plan progress.

At all times learners are encouraged to be independent and have a good understanding of what they are learning and how it can be used in context. Learners need to know how they can be successful and how to evaluate their efforts. Emphasis is put on learners acquiring skills in order to undertake their own investigations and draw conclusions.

Tasks and activities should reflect the design principles of a Curriculum for Excellence- challenge and enjoyment, personalisation and choice, progression, depth, breadth, relevance and coherence. Staff plan carefully to make tasks and activities motivating and stimulating for all children.

Support for Learning

Stirling Council Staged Intervention process provides a framework whereby learners may be supported in their learning in a variety of ways. We have the services of Support for learning assistants, a Support for Learning teacher and access to many other outside agencies in order to support children in becoming successful learners. It is underpinned by GIRFEC (Getting it Right for Every Child).

The process includes:

- an inclusive approach which involves parents, children, relevant staff and support services
- where needed, an agreed action plan for individual learners
- a structured monitoring and review cycle
- a record of intervention and achievement as individual learners progress through the school.

ASSESSMENT

Effective assessment underpins all learning and helps learners, staff and parents to understand how much and how well the children are learning, where their strengths and development needs lie and how to plan the next steps in their learning.

Assessment is continuous and carried out in many formal and informal ways. All learners are encouraged to take responsibility for their own learning and are encouraged to make evaluative comments on their work and ways that they could improve. Comments on work from themselves, teachers, peer group and from parents ensure that there is evidence of learning and progress. Evidence can take many forms. It may be a photograph, video, a drawing, a model etc. The possibilities are endless.

Assessment as part of learning relies on staff making sound judgements. In order to do this staff should:

- gather a range of evidence of progress and achievement
- share observations and standards through dialogue and discussion
- reflect on the implications for learning, teaching and reporting
- staff should make use of formal assessments to track and benchmark progress

Parents can find more information on approaches to assessment at www.educationscotland.gov.uk accessing the Parentzone icon on the left hand side at the bottom of the homepage.

Parents receive information on progress at Parent Consultation meetings, at a variety of events within the school, Snapshot learning jotters which are sent home termly and through the reports in June of each year.

Reporting to Parents

In response to parents' wishes, we offer two interview dates, October and March. All sessions take place from 4pm until 7pm.

The class teacher will advise parents of dates and times. Reports are issued at the beginning of June. Along with the report comes an invitation to see the class teacher if parents have any questions or concerns.

At any time a parent who wishes to consult with a class teacher can phone the school to make an appointment. We welcome an opportunity to discuss any queries or concerns you may have regarding your child's learning.

PARTNERSHIP WITH PARENTS

We recognise the importance of developing and sustaining very effective partnerships with parents and have a variety of ways of engaging parental support and expertise

Parent Forum

The parent forum has elected a Parent Council. The Joint Chairs of our Parent Council are Jane Fletcher and Catriona Jack. They can be contacted via e-mail through the school office on bannps@stirling.gov.uk. All parents are welcome to attend meetings. The dates for these can be found on our annual school calendar. Each year the Parent Council provide a school calendar for all parents which details a variety of school events.

Class Representatives

Each year we will recruit a parent from each class to form our Class Representatives group. These volunteers will meet with the headteacher once per term to review school policies, talk through concerns from the classrooms and help to review school procedures. This group plays a valuable role within the life of the school community and is an ideal way for parents to make new friends whilst supporting the wider aims of the school.

Family Time

As a result of parental feedback we have now rolled out our Primary 1 and Nursery Family Time initiative to all classes. Once per term parents will be given the opportunity to come into class to work with their child for a short period of time. These are organised according to Houses and dates are shared at the start of the school year with parents.

Snapshot Jotters

Once per term your child will share their learning with you through their Snapshot Jotter which will give you a **'snap shot'** of what learning is like their class. All the learning which takes place on the specific day will be detailed in the jotter which will be sent home for you to discuss with your child. Jotters should be returned to school the following day.

Learner Activities

We encourage a range of sporting and cultural activities. Within the curriculum we provide opportunities for various sports e.g. football, hockey, cricket. We work closely with Active Stirling. The school participates in the Stirling Council scheme for swimming (P5).

Each session we arrange regular visits for all classes to the local public library, where the children may withdraw books.

We work very closely with our colleagues at Bannockburn High School and arrange joint learning activities for our Primary 6 and 7 classes in preparation for their transition to secondary school.

Learners in Primary 7 are given the opportunity to participate in a residential excursion, usually to an outdoor activity centre. This gives opportunities to try new activities but also is valuable for personal and social development. Staff supervise learners on these excursions and have found them to be an exciting learning experience for everyone.

Learner Voice

At Bannockburn Primary School we recognise the valuable contribution our learners can make to our school community and beyond. We are a listening school. Learners' opinions and suggestions are valued and many decisions are made by the children. All children within the school are members of a learner group which meets once each month. There are many groups that children can apply to become members of. Here is a flavour of the groups we have:

- Eco Committee – take forward our Eco initiatives
- Bannockburn Community Carers Group – Liaison with our local Care Homes
- Fundraising Committee – organise events to raise funds for school funds and our chosen charity.
- Junior Road Safety Officers
- School Sports Ambassadors
- School Journalists
- First Aid – developing basic life-saving skills
- School Gardening Team
- Links with Malawi
- School Pro-active Parliament
- Bannockburn Journalists
- Animal Welfare
- School Photographers

SCHOOL UNIFORM

We encourage the wearing of school uniform. This consists of a white polo shirt, a sweatshirt, hoodie or cardigan and grey or navy skirt/trousers. School blazers, although available are not considered essential. School fleeces, hoodies, sweatshirts, ties and polo shirts may be ordered directly from the supplier at www.border-embroideries.co.uk. A link to this supplier can be found on our school website. Prices range from £7.20 to £20.00.

In line with Stirling Council policy the wearing of football colours is actively discouraged.

Clothing for gym should include shorts, t-shirt and gym shoes.

Please put some identifying mark on your child's clothes. Every year we have a large amount of unclaimed clothing, costing parents unnecessary expense.

SECONDARY SCHOOL

Bannockburn High School
Tel: 01786 813519

ATTENDANCE

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

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

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

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

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

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

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

CHILD PROTECTION

The safety of children is everyone's responsibility. If staff have any concerns for a child or young person's wellbeing, they have a duty to pass on information that will help keep that child safe. All school staff receive child protection training at the beginning of a new academic year. Further opportunities for training throughout the year can be found on Vantage and more specialised training is offered through Lorraine Meldrum.

CLOTHING GRANTS

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

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

COMPLAINTS

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

Who can complain?

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

What can't I complain about?

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

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

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

We have a 2 stage complaints procedure.

Stage One - Frontline resolution

In the first instance please complain to your child's school or nursery, telling them as much as you can about the complaint, what has gone wrong and what you want them to do to resolve the matter. A senior member of staff, either the headteacher or depute head, will be responsible for looking into complaints. Heads are senior managers with a high level of responsibility for your child's learning and welfare and able to look into most matters. However, the headteacher may

refer the Stage One complaint to Education Services centrally, e.g. if it is about the conduct of the headteacher or too complex to be dealt with at front-line service level.

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

Stage Two – Investigation

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

To move to Stage Two, you should contact the Director of Children, Young People and Education and ask for a formal investigation under Stage Two. You can do this by e-mail (lengd@stirling.gov.uk), phone (01786 442680), letter (Children, Young People and Education, Municipal Buildings, 8-10 Corn Exchange Road, Stirling FK8 2HU) or in person. Or you can ask the headteacher of the school or nursery to move the complaint to Stage Two on your behalf.

When using Stage Two:

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

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

The SPSO cannot normally look at:

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



Stirling Council Children, Young People & Education

Enrolment Arrangements : Primary & Secondary School Education in 2016

The 2016/2017 school year starts on 23 August 2016. This is the **only** date for beginning primary school education for that year.

All children who are five years old on or before 23 August 2016 are of school age and **must** start their primary school education on that date.

Children who are five years old between 23 August 2016 and 28 February 2017 **may** start their primary school education on 23 August 2016 for the above school year.

If you want your child to start school in August 2016 you **must** enrol him/her **by 22 January 2016**. For details on school catchment areas, or for further information on enrolment procedures, please contact your local school or Children, Young People & Education, Municipal Buildings, 8-10 Corn Exchange Road, Stirling on 01786 233185 or visit www.stirling.gov.uk.

The list of dates when schools are enrolling pupils will be available on the Council website from 7 December 2015.

As part of the enrolment process Stirling Council now checks the residency of all parents wishing to enrol their child at their catchment school. To avoid delay parents should attend their catchment school with their child's birth certificate, child benefit book/award letter, tax credit award letter and a recent council tax bill.

Gaelic Medium Provision

Gaelic Medium Provision is available at Riverside Primary School, Forrest Road, Stirling for which parents may enrol their child. Further information is available from the school.

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

Children currently in P7 will transfer from primary to secondary education in August 2016. You will receive notification of transfer arrangements through your primary school. Enrolment at a secondary school other than your catchment school requires submission of a placing request even if your child already attends an associated primary school of your chosen secondary school.

Placing Requests for Session 2016/2017

In accordance with the Education (Scotland) Act 1980 as amended, Stirling Council hereby informs parents or guardians who wish to make a placing request for the school session 2016-2017, to do so in writing **by no later than 15 March 2016**. Your right applies to a request that your child be placed in a school other than the school which normally serves the area in which you live. It applies to a primary school or, where appropriate, the transfer to a secondary school, including a school providing for children with additional support needs. Application forms and guidelines are available from Children, Young People & Education, Municipal Buildings, 8-10 Corn Exchange Road, Stirling on 01786 233185.

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

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

Schools Information

Information on local authority schools in Stirling Council and placing request arrangements are available from Education Business Team, Stirling Council, Municipal Buildings, 8-10 Corn Exchange Road, Stirling.

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

EQUALITIES

Stirling Council has developed Council-wide policies for diversity, race, disability and gender equality. In all of our educational establishments we provide an environment that follows the principles of 'Getting It Right For Every Child' (GIRFEC) and ensures every child and young person is Safe, Healthy, Achieving, Nurtured, Included, Active, Respected and Responsible. This includes promoting and supporting diversity in our educational communities.

INCLUSION

The 2009 Act strengthens the duties placed on Stirling Council Education to identify and meet the additional support needs of children and young people. We continue to do this through the Staged Intervention process.

The 2009 Act clarifies the definition of additional support needs and increases the rights of parents and young people in respect of requesting assessments, making placing requests as well as access to the Additional Support Needs Tribunal for Scotland (ASNTS). The Act also places a duty on Stirling Council to provide access to mediation and dispute resolution services free of charge to parents in certain circumstances. A leaflet - A Guide to Getting Help and Resolving Disagreements, is available on the council website.

The Act now deems all Looked After children to have additional support needs unless the education authority determines otherwise. Stirling Council have procedures in place to assess these needs through the Staged Intervention process, as with all children and young people who may require additional support.

We have produced a series of leaflets for parents, carers and young people and these are available from school and other council establishments. The series includes guides to:

- Additional Support for Learning in Stirling
- CEAT – Community Early Assessment Team
- Co-ordinated Support Plans (CSPs)
- Enhanced Transition for Leaving School
- Getting Help and Resolving Disagreements
- Going to Meetings
- Individualised Educational Programmes (IEPs)
- Pre-school Children with Additional Support Needs
- Psychological Services
- Staged Intervention

More information on The Education (Additional Support for Learning) (Scotland) Act 2009 is provided by Enquire – the Scottish advice service for additional support for learning.

Operated by Children in Scotland, Enquire offers independent, confidential advice and information on additional support for learning through:

- A telephone helpline – 0845 1232303
- An email enquiry service – info@enquire.org.uk
- Two websites - www.enquire.org.uk (for parents/carers and practitioners)
www.enquire.org.uk/yp (for children and young people)

Enquire also provide a range of clear and easy to read guides and factsheets explaining everything from ‘additional support in the early years’ to ‘what planning should take place for moving on from school’.

The Scottish Government have a duty to provide an advocacy service to parents and young people following a reference being made to the Additional Support Needs Tribunal for Scotland (ASNTS). Ministers have also agreed that the advocacy service should also provide support for parents and young people from the time they have grounds to make a reference to the ASNTS. It will be a national service and available to parents and young people on request and free of charge.

This is a partnership between Kindred Advocacy Service and the Scottish Child Law Centre referred to as “Let’s Talk”. The two organisations will work together to deliver lay and legal advocacy for parents and young people. The service will focus on non-legal representation, but where appropriate in complex cases legal representation will be available. For further information on this advocacy service please contact the Scottish Child Law Centre on:

- Telephone: 0131 6676333
- E-mail: enquiries@sclc.org.uk
- Web: www.sclc.org.uk

Stirling Council Education is committed to working in partnership with all parents and carers of children and young people with additional support needs and seeking their views on all aspects of the support provided in educational establishments. We encourage parents to contact the school/establishment in the first instance if there are any queries or concerns, and we will always try to resolve any difficulties as soon as possible.

Further information on how support for learning is organised in Stirling is available by contacting either the school, or the ASN team at Municipal Buildings: telephone 01786 233179 or e-mail additionalsupportneeds@stirling.gov.uk.

INSURANCE INFORMATION

1 Public Liability

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

Pupils' Property

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

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

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

2 Personal Accident/Travel Cover – Educational Excursions

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

A brief summary of the cover is as follows:

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

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

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

SCHOOL HEALTH SERVICE

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

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

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

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

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

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

The School Health Service can be contacted at:

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

Infectious Diseases

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

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

Head Lice

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

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

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

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

SCHOOL MEALS

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

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

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

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

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

Special diets can be catered for and parents should contact the headteacher to discuss any special dietary requirements.

In primary schools, it is very helpful if meals are paid on a Monday morning for the coming week. This means support staff can be timetabled efficiently for the collection and banking of monies and allows more time for direct support for children. Payments can be made by cash or cheque, although cheque is preferred. Secondary school pupils are able to pay on a daily basis.

Children who stay for lunch in school must remain within the school grounds where supervision is provided.

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

Some families may be eligible for free school meals. An application form is available from the school or can be printed from the Council's website, <http://www.stirling.gov.uk/services/education-and-learning/parental-support/parental-support-schools-and-education/free-school-meals>. This form should be completed and returned to Customer First, Port Street, Stirling or post to Stirling Council, Teith House, Kerse Road, Stirling FK7 7QA. The service understands that parents' circumstances can change throughout the year and if this happens, forms can be sent in at the appropriate time.

TRANSPORT

In general Stirling Council provides free transport to children who live more than two miles from their catchment school.

Further information is available on the Stirling Council website at:

<http://www.stirling.gov.uk/services/education-and-learning/schools/schools-travel-and-trips/schools-transport>.

UNEXPECTED CLOSURES

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

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

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

STIRLING COUNCIL – EDUCATION

2015-16 School Dates

Autumn Term Starts	Monday 17th August 2015	Teachers return Pupils return
Ends	Tuesday 18th August 2015 Friday 9th October 2015	
October Holiday Starts	Monday 12th October 2015	
Ends	Friday 16th October 2015	
Winter Term Starts	Monday 19th October 2015	
Staff Development Day Staff Development Day	Thursday 26th November 2015 Friday 27th November 2015	
Winter Term Ends	Tuesday 22nd December 2015	
Christmas Holiday Starts	Wednesday 23rd December 2015	
Ends	Wednesday 6th January 2016	
Spring Term Starts	Thursday 7th January 2016	
Staff Development Day Staff Development Day Local Holiday Local Holiday Local Holiday	Monday 8th February 2016 Tuesday 9th February 2016 Wednesday 10th February 2016 Thursday 11th February 2016 Friday 12th February 2016	
Good Friday Easter Monday	Friday 25th March Monday 28th March	
Spring Term Ends	Friday 1st April 2016	
Spring Holiday Starts	Monday 4th April 2016	
Ends	Friday 15th April 2016	
Summer Term Starts	Monday 18th April 2016	
Local Holiday	Monday 2nd May 2016	
Summer Term Ends	Tuesday 28th June 2016	
Summer Holiday Starts	Wednesday 29th June 2016	
Ends	Friday 19th August 2016	
	Monday 22nd August 2016 Tuesday 23rd August 2016	Teachers return Pupils return

CLACKMANNANSHIRE AND STIRLING COUNCIL – EDUCATION

2016-17 School Dates

Autumn Term Starts Ends	Monday 22nd August 2016 Tuesday 23rd August 2016 Friday 7th October 2016	Teachers return Pupils return
October Holiday Starts Ends	Monday 10th October 2016 Friday 14th October 2016	
Winter Term Starts	Monday 17th October 2016	
Staff Development Day Staff Development Day	Thursday, 24th November 2016 Friday, 25th November 2016	
Winter Term Ends	Wednesday 21st December 2016	
Christmas Holiday Starts Ends	Thursday 22nd December 2016 Wednesday 4th January 2017	
Spring Term Starts	Thursday 5th January 2017	
Staff Development Day Staff Development Day Local Holiday Local Holiday Local Holiday	Monday 13th February 2017 Tuesday 14th February 2017 Wednesday 15th February 2017 Thursday 16th February 2017 Friday 17th February 2017	
Spring Term Ends	Friday 31st March 2017	
Spring Holiday Starts Ends	Monday 3rd April 2017 Thursday 13th April 2017	
Good Friday Easter Monday	Friday 14th April 2017 Monday 17th April 2017	
Summer Term Starts	Tuesday 18th April 2017	
Local Holiday	Monday 1st May 2017	
Summer Term Ends	Friday 30th June 2017	
Summer Holiday Starts Ends	Monday 3rd July 2017 Friday 18th August 2017	
	Monday 21st August 2017 * Tuesday 22nd August 2017 *	Teachers return Pupils return

* To be confirmed