

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 Curriculum for Excellence, our staff team will work with your children to develop the skills of successful learning, confidence, responsibility and the ability to contribute effectively in society. We also pride ourselves in developing and fostering our school values which underpin the positive ethos in our school.

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 our staff team 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. If you have any time and wish to participate in the life of the school, please also contact us to discuss this.

Aileen Mellor
Acting Headteacher

Bannockburn Primary School and Nursery are the proud recipients of our 5th ECO Flag and a Sports Scotland Gold Award.



Letter from Primary 7 Learners

We believe that the strongest advocates for our school are our children. Learners from Primary 7 have been asked to share with you the most important information about our school.

Here is what they say:

Dear Parents and Carers,

We are writing to let you know some of our expectations at Bannockburn Primary School.

Our school values spell out the word: **PRIDE Positivity, Respect, Integrity, Determination and Enthusiasm!**

We expect learners to display hard work, positive choices and determination throughout their learning journey at school and afterwards as they move on to Secondary School.

Every day your child has a choice to have an own box (packed lunch from home) or a school dinner. Children from P1-P3 will have the option of a free school meal. We order our lunches as soon as we get into school each morning. When your child makes the transition to the upper years, we will do everything we can to make this transition smooth as possible plus P4-7 pay for their lunch.

Once a year Childsmile, a dental health company, will come in and apply fluoride to protect your child's teeth. This is perfectly safe and will ensure that your child's teeth will be strong and healthy. If you have any questions about this, please let us know. Childsmile is for P1 to P4 learners only.

Every year our P1 learners perform their Nativity for us each year at Christmas time, usually with a different twist on the classic story. This will help with your child's confidence and performing skills.

Your child will have the chance to participate in many lunchtime activities and we have a variety of clubs and committees during the school year too.

When your child is in P7 they will have the opportunity to attend a residential trip. Your child will come home with wonderful memories and will have developed skills to work in a team and have had the opportunity to challenge themselves. Some learners may visit for the day if they do not wish to stay overnight.

We have our Gold Sports Award from sportscotland, we have our 5th Green Flag for being eco-friendly and have an award telling us we are an 'Outstandingly Happy School' and we are proud that we were the first school in Scotland to achieve this.

Bannockburn Primary School is a great place for your child to learn and we have lots of opportunities across the school year for you to get involved including Family Time and Assemblies.

We look forward to your child starting their learning journey at Bannockburn Primary School.

Yours sincerely,
Abigail and Anna from Primary 7

Description of the School

The current Bannockburn Primary School building was built in 1965 and has 18 rooms, a support learning base, 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. In 2019/2020 we will have 16 classes in the school including two classes in our Autism Provision and our Nursery.

We have an Autism Provision (AP) for children who have a language and communication difficulty. Whenever possible the children are included in mainstream classes and can be supported by teaching staff and our support for learning assistants.

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. We are also very grateful to our Parent Council who have used the funds raised from a variety of events, to enhance our playground areas with learning activities for all our children.

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 lanyards for visitors to our school. 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 five main entrances currently in use:

- Extension Entrance for Primary 1 and Primary 2.
- Gym Hall entrance for Primary 3.
- Playground entrance for Autism Provision.
- Two separate entrances for Primary 4 – Primary 7 in the main playground.

Our school has Wi-Fi availability in every classroom and we make use of laptops, computers, chrome books and iPads to enhance learning experiences.

School Information

School address	Bannockburn Primary School Quakerfield Bannockburn Stirling FK7 8JA
Telephone number	01786 813274
E-mail address	bannps@stirling.gov.uk
Website	www.bannockburnprimary.com
School twitter address	@bannps
School App	Access our free school app from your app store. Search for Bannockburn PS and look for our badge
Acting Headteacher	Aileen Mellor
Acting Depute Headteacher	Kim Duncan (Nursery – P3)
Depute Headteacher	Sharon Canny (P4 – P7)
Principal Teachers	Lisa Galfredi, Autism Provision Lead Sacha Oates, Numeracy Lead and SfL Teacher Jackie McKay, Literacy Lead Vacancy
Classroom Teachers Kathryn Brown Pamela Crookston Theresa Dandie Suzanne Garnham Iain Harvey Lorna Jamieson Sophie Mann Maria MacInnes Sharon McBride Victoria McFarlane Vicky McLachlan	Karen Moore, Music Specialist (Mondays only) Helen Morrison Eleanor Polson Gill Rae Rebecka Sandilands Ali Shearer, PE Specialist (Mondays only) Greig Stevenson Holly Strachan Roisin Watson Abigail Yates Claire McCarthy (currently on Maternity Leave) Kirsty McMillan (currently on Maternity Leave)
Principal Early Childhood Educator	Sandra Morrison
Senior Early Childhood Educators	Clare Baxter Danah Al-Sayed

Early Childhood Educators	Leigh Dick Pauline Laird Sandra Morrow Eve Ogilvie
Modern Apprentice	Lisa Lumsden
Support for Learning Assistant	Melissa Chan
Early Childhood Educator (Early Intervention)	Elaine Mackenzie
Administrative Support Assistants	Angela Ewing (School) Tracie McIvor (ASD Provision) Jenny Milne (Nursery)
Support Staff Marilyn Allan Avril Aitken Lynne Baxter Caroline Christie William Drummond Sandra Hunter Audrey McEwen Nettie Newitt Sheena Robertson	Allison Ross Sarah Slater Karen Tait Gill Thomson Judith Todd Amy Waghorn Ann Wallace Lauren Watson (currently on Maternity Leave) Louise Young
Health and Wellbeing Support Officer	Karen Sneddon
Janitor	Iain Duncan

*** Please note that this staffing list is subject to change ***

The School Day

Morning session	9.00 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

AP Classes

Morning session	8.50 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 – 3.05 pm

Stages of the School

Nursery to Primary 7

Nursery Sessions

Morning session	8.00 am – 1.00 pm
Afternoon session	1.00 pm – 6.00 pm
Full day	8.00 am – 6.00 pm

Nursery Class

Within Bannockburn Primary School there is a nursery class. Bannockburn Nursery was opened in August 2002. It is situated within Bannockburn Primary School catering for children living in the Bannockburn and surrounding areas, aged 3-5 years. The nursery, is open for 45.6 weeks of the year and is an integral part of the school and participates fully in school life. The nursery has accommodation for 32 children in the morning session and 32 in the afternoon session. We also offer full day sessions where children can attend a full day at nursery. All children who attend morning session will enjoy lunch with friends and staff. We aim to provide a welcoming ethos where everyone is valued and respected as an individual and to establish an effective learning environment through developing partnerships between home, nursery and school. Our nursery team ensure that the learning space including the outdoor learning space, is responsive to the needs and interests of children. 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 Kim Duncan, Acting Depute Headteacher or Sandra Morrison, Principal Early Childhood Educator.

Health and Safety

We take our responsibilities to ensuring the health and safety of your children, very seriously and have a number of practices in place to support us with this.

Children Absent from School

If your child is going to be absent from school, we need you to let us know by telephone call before 9.30am in the morning. We have a school answer machine which can take your message if you call earlier than this. Parents will be contacted if a child does not arrive in school and we have no previous notice of their absence. We will use our text service to do this. This initial registration will take place by 9.30am. If parents receive a text message, they **MUST** reply to the school by telephone to inform us of the absence. If by 9.45am we have not received a reply, we will try all other emergency contacts by telephone. In most circumstances the initial text message will result in a resolution of the situation. However in rare incidences in other schools, there have been more tragic circumstances why a child has not made it into school. If we get to 10am and still have had no contact from parents, we will have no alternative but to seek further guidance from our professional partners.

This follows Education Scotland's guidance as detailed in "Included, Engaged and Involved".

Accidents at School

Whilst staff are vigilant to children at all times, in a busy school and playground, accidents occasionally occur.

There are flow charts included as appendices at the end of this brochure which explain what we will do in the event of an accident or a child being absent from school.

How Learning is Organised

Parents should be aware that the formation of classes often varies 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 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.

Information on how classes are made up can be found on the Parent Information section of the school app.

School Values and Aims

Staff have an agreed vision. 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.

After extensive consultation with children, staff, parents and visitors to our school, a set of core values have been agreed and are used as a focus for discussion throughout the school.

The following have been adopted as our core values:

- Positive Attitude
- Respect for self and others
- Integrity
- Determination
- Enthusiasm

These values were officially launched in January 2016 and now feature prominently during each school year. Staff reference our values in all discussions regarding behaviours. In August 2019, the introduction of Values Points were made to highlight and promote times during the school day that our learners are demonstrating their school values. These are celebrated at our whole school assemblies.

Staff, children and parents developed the school Curriculum Rationale. This details what children, parents and staff want for Bannockburn pupils as they move through the school and beyond.

The theme of a Bannockburn Rocket on its way to the North Star was chosen 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.

We have a visual representation of our Curriculum Rationale in the school.

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. Class Charters are explicitly linked to the United Nations Convention on the Rights of the Child. These charters are shared with parents at the start of every school year, this year through our Class Leaflets.

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. Bruce – Blue, Murray – Yellow, Douglas – Green and Wallace – Red.

Members of staff are allocated to a house for supervisory and advisory purposes. Class teachers, 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 from each house will select three House Captains from their Primary 7 learners. They will be given special responsibilities, especially those of caring and supporting learners in their House. The House Captains will become members of the Junior Leadership Team and will have additional responsibilities during their time such as supporting with Parent Consultations.

House meetings will be held fortnightly on a Friday morning from 11.15am – 11.45am.

The House meeting will mainly be a forum to celebrate success and to increase team working skills. House Captains work with Primary 7 staff to organise House meetings and events. Staff alongside the House Captains will supervise these meetings. House Captains will be responsible for organising a number of special events including House Challenges set throughout the year.

Learners can gain Values points at any time during the school day. It may be from any member of staff for attitude, work and good behaviour, all positively linked to showing our school values in action.

Values points will be recorded in the classroom. Points are awarded at the discretion of the class teacher. At the end of each fortnight Values 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 alternate Friday afternoons from 1.40 pm. There may be times throughout the year where assemblies take place in the morning to allow our nursery children to be included.

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. Phone calls are made 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, home/school behaviour record.

This should bring issues such as bullying, anti-racism, prejudice and discrimination 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 week in classes, one learner from each class will be awarded a Star of the Week certificate. This will be accompanied with a Star Learner lanyard, which the learner can wear for the following week and special privileges will be granted to these children. The Star Learner award may be given for a variety of reasons – it is not usually 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, learners 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 learners 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.

Learner Achievement

We like to celebrate the achievements your children may have from out with school. We do this through our Star Jar. Children tell their teachers about their achievements and successes and teachers will write them onto stars and place them in our Star Jar. Parents can also email achievements into the main school address. The Star Jar is taken along to each assembly and achievements are shared and celebrated with the whole school community.

School and Nursery 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 focused and outcomes driven Improvement Plan. We plan in detail for one year and have an intended course of travel over a three year period.

The strategic priorities for the current session in the school, Autism Provision and nursery are:

School

- To enhance learning experiences for children by developing a consistent approach to the learning and teaching of Literacy, in particular the use of resources to ensure progression and increased attainment.
- To enhance learning experiences for children by developing a consistent approach to the learning and teaching of Numeracy, in particular the use of resources to ensure progression and increased attainment.
- To further support learners by developing a consistent approach to promoting Positive Relationships incorporating respectme and nurture.

Autism Provision

- To develop a more consistent approach to monitoring and tracking in Health and Wellbeing using the Benchmarks and Milestone (published by Education Scotland).
- To develop confidence and skills in supporting learners with communication.

Nursery

- To embed tracking paperwork that reflects the new Local Authority, Play and Learning Framework Milestones.
- To build on the positive momentum of Family Learning ethos in the nursery, further enhancing all carers' knowledge of nurture and child development.
- To fully embed the Six Nurture Principles, further supporting learner's holistic development.

Our full school improvement plan can be accessed on our school website, www.bannockburnprimary.com.

Curriculum

Our curriculum is based on the guidance in Curriculum for Excellence and our priorities for our children. In line with Scottish Government, the aim of our curriculum is to make children confident individuals, successful learners, effective contributors and responsible citizens.

The guidance is broadly 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. The following details a brief description of our curricular areas.

Literacy

The development of literacy skills plays an important role in all learning.

Children develop and extend their literacy skills when they have opportunities to:

- communicate, collaborate and build relationships,
- reflect on and explain literacy and thinking skills, using feedback to help 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 understanding of what is special, vibrant and valuable about their own and other cultures and their languages,
- explore the richness and diversity of language, how it can affect people, and the wide range of ways in which they and others can be creative,
- extend and enrich vocabulary through listening, talking, watching and reading.

In developing English language skills children will:

- engage with a wide range of texts and develop an appreciation of the richness and breadth of Scotland's literary and linguistic heritage,
- 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 learning a new language children:

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

The study of language plays an important role in all language learning and the development of literacy skills.

Numeracy

Learning in mathematics enables children 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 full participation 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'.

Our Health and Wellbeing Curriculum also includes work undertaken in Relationships, Sexual Health and Parenthood. The Relationship, Sexual Health and Parenthood curriculum was created in consultation with staff from the NHS across Forth valley and is used in all Stirling schools.

Our overview programme for this work is shown on the next pages:

Stage	Learning Intention	Activities/Experiences	Vocabulary
Nursery	I am learning about where living things come from and how they grow, develop and are nurtured.	<p>Children should plant a broad bean/ sunflower and record its growth.</p> <p>Learners should explore what happens when they don't look after something they have planted.</p> <p>Learners should illustrate the changes they see in frog spawn as they change into tadpoles and ultimately frogs.</p>	Grow, change, develop, change, life cycle.
Primary 1	<p>I recognise that we all have similarities and differences but are all unique.</p> <p>I am aware of my growing body and I am learning the correct names for its different parts and how they work.</p>	<p>Repeat above and also look at the life cycle of a butterfly or frog.</p> <p>Learners should discuss the things we need from our parents/carers.</p> <p>Learners should create a general class timeline for a person developing from baby to toddler right through to adulthood.</p> <p>Learners should discuss body parts and recognise that there are differences between girls and boys.</p>	<p>Baby, toddler, child, boy/girl, teenager, woman/man.</p> <p>Body Parts: heads, shoulders... penis, vagina, testicles, breasts.</p>
Primary 2	I am learning about where living things come from and how they grow, develop and are nurtured.	<p>Children should nurture butterflies from caterpillars and digitally document their progress.</p> <p>All learners will take part in growing vegetables in the school garden.</p> <p>If possible, a parent with a new baby should visit the class and the concept of feeding a baby should be explored.</p> <p>Children should talk about what they are able to do now that they could not do in P1.</p> <p>Children should watch a video of a farm animal being born.</p>	<p>All previous vocabulary should be revisited.</p> <p>As above Gender specific vocabulary should be introduced e.g. fox/vixen, cow/bull, ram/ewe.</p> <p>Language of young animals also introduced e.g. cat - kitten Breast feeding.</p>
Primary 3	I am aware of my growing body and I am learning the correct names for its different parts and how they work.	Learners should further develop their knowledge of body parts vocabulary. They should create a labelled picture of both a lady and a man with labelled body parts.	New vocabulary - pregnant, womb/uterus.

Primary 4	I am aware of my growing body and I am learning the correct names for its different parts and how they work.	Learners should create a visual representation of males and females with body parts labelled and explained. This could be done in the form of an informational leaflet for boys and another one for girls describing what happens during puberty. Learners will discuss what happens during puberty – there should be discussions with girls and boys separately.	New vocabulary - pubic hair, scrotum, sperm, menstruation, ovaries, egg, puberty, periods, reproductive organs.
Primary 5	I am able to describe how human life begins and how a baby is born.	Learners should split open a broad bean to reveal the embryo plant. Learners should discuss the reason for the seed coat and food store. Learners should explore how animals mate and reproduce. Learners should explore the difference between mammals, which give birth to live young and animals that lay eggs.	All previous vocabulary should be revisited.
Primary 6	I recognise that how my body changes can affect how I feel about myself and how I behave. I can describe the physical and emotional changes during puberty, understand why they are taking place and the importance of personal hygiene.	Learner should revisit the changes which take place during puberty for both boys and girls. Talks and discussion should take place as whole class groups. Learners should be introduced to how humans reproduce. FEEL THINK DO An Abuse Prevention programme.	All previous vocabulary should be revisited. New vocabulary – embryo, amniotic fluid, placenta, umbilical cord, hormones and, intercourse, orgasm, abuse (sexual, physical and emotional).
Primary 7	I am able to describe how human life begins and how a baby is born.	Learners will revisit what they know about human reproduction. Learners will watch the birth of a baby. Learners will discuss briefly the legalities surrounding sexual intercourse and the possibility of Sexually Transmitted Diseases. Learners will discuss how a baby is born and will watch video footage of a birth. FEEL THINK DO An Abuse Prevention programme.	All previous vocabulary should be revisited. New vocabulary – contraception.

All learners from Primary 1 to Primary 7 will develop what we call “My Five”. These are the five people that children feel they can talk to when worried or anxious or want to share special news with. This encourages learners to recognise that they have people to whom they can talk openly.

Classes will also operate an “Askit Basket” or “Questions Box” to allow learners a degree of anonymity when asking questions. Staff will deliver these sessions in a collaborative manner to enable all learners to participate with the children from their stage i.e. All Primary 5 learners will work together.

Since August 2018, our school now provides free sanitary products for those that require this.

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 children to:

- develop their understanding of the history, heritage and culture of Scotland, and an appreciation of their local and national heritage within the world,
- broaden their understanding of the world by learning about human activities and achievements in the past and present,
- develop understanding of their own values, beliefs and cultures and those of others,
- develop 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 afield,
- 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 children 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 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.

Religious and Moral Education

At Bannockburn children learn about and learn from the beliefs, values, practices and traditions of Christianity and other world religions. We aim to help our learners to explore different customs and to develop tolerance and respect for the beliefs and traditions of others.

We attend one of our local churches for our End of Term Services at Christmas, Easter and Summer.

Throughout the school year we hold multi-stage Reflections assemblies where the focus is on values and Global issues.

Parents can choose to withdraw their children from Religious Education. If you have any concerns, please make an appointment to speak to the headteacher to find out more about our curriculum and practice.

Learning through religious and moral education enables children 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 influence of religion in society,
- develop respect for others and an understanding of beliefs and practices which are different from their own,
- explore and establish values such as wisdom, justice, compassion and integrity and engage in the development of and reflection upon own moral values,
- develop their 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 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. The design principles are; 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.

Further information on Staged Intervention can be accessed from the Pupil Support Co-ordinators:

- **Nursery – Primary 3:** Kim Duncan
- **Primary 4 – Primary 7:** Sharon Canny
- **ASD Provision:** Aileen Mellor/Lisa Galfredi

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 and through the reports in June of each year.

Reporting to Parents

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

The class teacher will advise parents of dates and times. Learner Reports are completed throughout the school year with children and parents having the opportunity to contribute to them. 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 Co-Chairs of our Parent Council are Jonathan Osborne and Stephani Reeley. The Parent Council 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. 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

Throughout the school year parents are given the opportunity to come into class to work with their child for a short period of time. We call this Family Time. Parents can enjoy a 'brew and a blether' with the Headteacher and Health and Wellbeing Officer prior to visiting the classes to join in with the learning. In August 2019, we introduced Stage Family Time where parents and family members can come and visit their child without the added issue of having to leave to go and visit another child. This allows parents to focus on one child at a time and ensure this time is spent more positively for all.

Class Assemblies

Our learners love to share their learning with the school through assemblies so we have introduced a Parent/Carer Assembly since August 2019 where all families are invited in to share the learning during a class assembly. These will take place in the hall throughout the year. There is no limit to the number of people attending these, so a perfect opportunity to engage with wider family members within our school community.

Snapshot Jotters

Twice per year 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. Three examples of learning from different curricular areas will be detailed in the jotter which will be sent home for you to discuss with your child. It is important that jotters are returned to school the following day.

Parent Pay

Parents and carers can use ParentPay to make secure online payments for lunches, trips and school events. This gives parents and carers more control and peace of mind over payments being made. ParentPay is a cashless system, making schools safer and giving parents and carers peace of mind.

There's no need for children to take cash into school - you can top up your balance using one of the payment methods accepted. If you require further information on ParentPay, please access the ParentPay website or contact the school office.

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 fortnightly 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. We also plan transition events for all Primary 7 children from East Plean PS, Cowie PS and Braehead PS who are going to attend Bannockburn HS.

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. Each class has a small version of our Bannockburn feedback board which is used to gather views and comments.

We have some designated focus groups in school to drive initiatives forward. These include:

- Eco Committee
- Fundraising Committee
- Pro-active Parliament

School Uniform

We actively 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 fleeces, hoodies, sweatshirts and polo shirts may be ordered directly from the supplier at www.border-embroideries.co.uk. Prices range from £8.30 for a polo shirt to £22.00 for an outdoor jacket. There is a link to Border Embroideries on our school app on the Information Section.

Items of uniform which do not include a school badge can be purchased from any retailer. Our Parent Council also operate our Bannockburn Uniform Bank known as the 'BUB'. We all know that children grow so quickly, we often get little wear out of school clothes. Our uniform bank is to help reduce the purchase of unnecessary clothing as well as to support a more environmentally friendly approach to dressing our children for school. For more information on this, please contact the school office. Stirling Council also have a Uniform bank if we are unable to provide what our families need.

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.

Transition

Primary 1

Children usually move onto primary school between the ages of four and a half and five years. When children begin nursery we usually ask which school they will be likely to attend.

Children attending Bannockburn Primary School begin to familiarise themselves with the school and staff once settled in nursery, so that close links will have already been established before transition to P1. Links include using the school games hall and dinner hall, integrated projects between nursery and P1, having a Primary 7 buddy, visits to the classrooms and having a tour of the school.

Secondary School

At the end of P7 children normally transfer to:

Bannockburn High School
Tel: 01786 813519

The Bannockburn Learning Community schools (Bannockburn Primary School, Braehead Primary School, East Plean Primary School and Cowie Primary School) have collaborated extensively with Bannockburn High School to ensure learners' transition to high school is as smooth a process as possible. Throughout P7 there are many opportunities for children to engage in activities to support this.

If the intention is not for your child to transfer to Bannockburn High School but to an alternative establishment please share this information with us. We request that parents make these transition arrangements with individual schools and we will accommodate any time out of the school day in order to support this.

For more information on any aspect of transition, please do not hesitate to contact us at school to discuss.