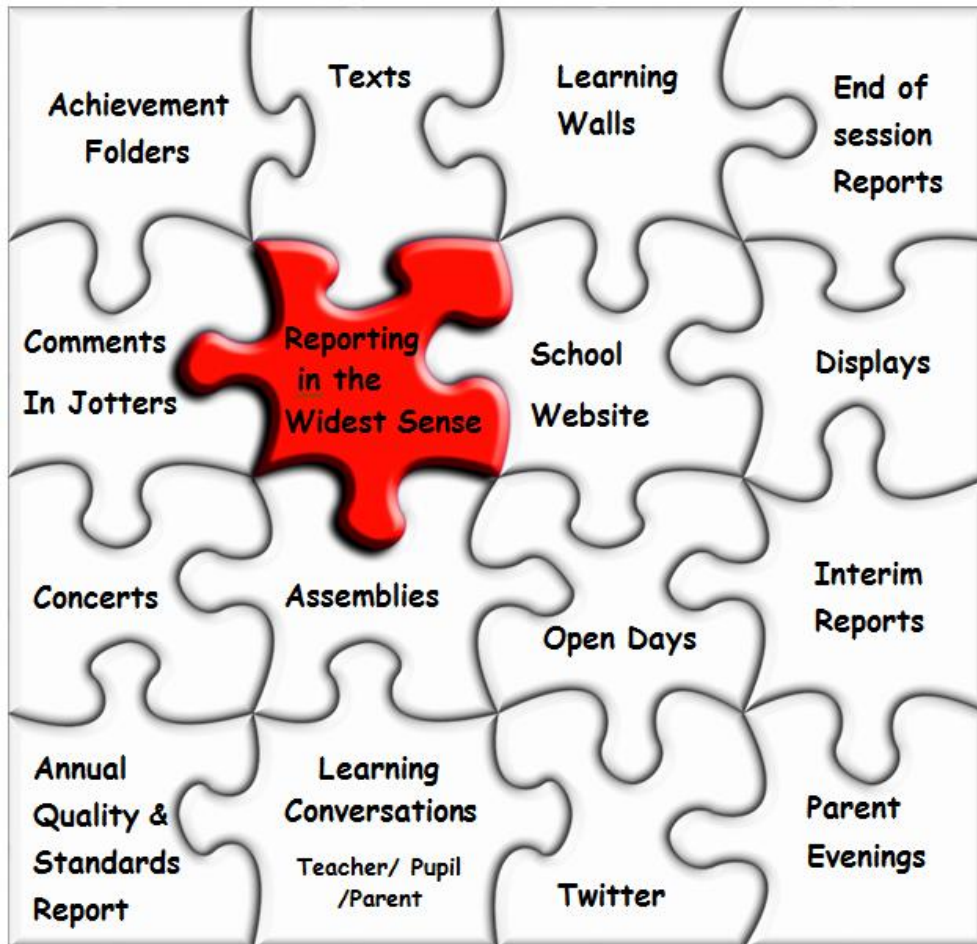


What do we mean by reporting?

Reporting in its widest sense can take many forms. It is not just a parent's update evening or an end of year report. There are many ways that we as a school will report on your child's progress and life at school throughout the school year e.g.



** Please note the diagram above is an example of different methods of reporting that a school **may** adopt and not exclusively what we will deliver annually at St Margaret's. Some of these are also COVID risk dependent.*

At St Margaret's we also use some **online platforms** to communicate with you about your child's learning:

- **Seesaw:** for sharing learning and giving you an opportunity to provide your child with feedback on the general posts. For homework and home learning in P1 and P2, as navigating TEAMS will be too challenging for children at this stage. Children will be introduced to TEAMS in class.
- **Group Call email:** (or Seesaw & Twitter) are a great way for you to share with us any of your child's achievements out with school. We are always delighted to hear about these!
- **Microsoft Teams/GLOW:** for home work and home learning.
- **Blue Sky:** for celebrating achievements and showing casing learning from across the school. Each week a different year group has a Blue Sky 'take over' to balance out representation of all year groups.
- **Parent Portal** – www.parentportal.scot This is an authority wide communication system between school and home, introduced this academic session. This can be used to report your child absences, update personal information held on records and also dates for your diary. It will eventually be replacing our school APP and be our most prominent method of communication alongside 'Group Call.'

It is very important that children learn to engage with these platforms also, particularly because Microsoft TEAMS will be an online space to engage and share learning as they move onto Secondary school.

On line platforms and social media are a fantastic way for people to communicate and share or celebrate successes, achievements, learning and information. **There is an expectation for ALL, children, staff and parents that this is done in an appropriately respectful and responsible manner.** Social media is in the public domain and **no staff member, family or child should ever be named on Facebook, WhatsApp group or other media platform.** Unfortunately we have had historical issues where a child or staff member has been inappropriately named on Social Media, which is unacceptable and action would have to be taken moving forwards, depending on the nature of the post.

Sadly, we also have occasions where information or comments are placed on **Facebook** and other social media platforms that is **not a true or accurate reflection** of school life. While we recognise that everyone is entitled to their own opinion and perception, we ask you to be respectful of staff feelings & dignity at work, the feelings of other parents and children and how misrepresentation of the school can be damaging for all.

How often can I expect to communicate with my child's teacher or the school?

At St Margaret's, we wish for you to feel as informed and able to support your child's learning as is possible, bearing in mind teacher workload. At the beginning of every session there are a number of additional contracted hours that are agreed with teachers around reporting to parents. These need to be adhered to.

That being said, should you wish to speak with a member of staff, beyond what we offer to all parents and families, there are a number of ways you can reach out to us.

1. Firstly, you can email the school on stmargaretsprimaryschool@education.falkirk.sch.uk . This will be sent to the most appropriate staff member to respond within **5 working days**.
2. You can also call the school office on **01324 506780**. Again, this will be allocated to the best member of staff to answer your query.

Whenever contacting the school, there is an expectation that our school value of 'being respectful' is adhered to.

We are here to listen, support and help but this must be in a mutually respectful way, both in emails and on the phone, in order for us to work in close partnership.

Our staff have the right to dignity at work at all times and will terminate a phone call or visit if they feel the tone, language used in a phone call or meeting is inappropriate, references another child in a defamatory manner or is upsetting to the person taking the call.

We are also supported through the Unacceptable Actions Policy (FC)

Extract:

Unacceptable Actions

Service users may make what could be considered to be unreasonable demands through the amount of information they seek or the nature and scale of service they expect. They may also be unreasonably persistent in the number of approaches they make. What amounts to unreasonable demands will always depend on the circumstances surrounding the instance. There are relatively few service users whose actions the Council would consider to be unacceptable, however if there are situations that arise that adversely impact on resources and affect the ability to deliver services, the Council will take appropriate action to deal with this as follows:

- Unreasonable Demands
- Unreasonable demands will depend on the circumstances surrounding the behaviour and the seriousness of the issues being raised.

Examples of unreasonable demands include

- Demanding action/responses within unreasonable time-scales;
- Insisting on speaking/seeing a particular employee or manager;
- Constant phone calls or letters;
- Repeatedly changing the nature of their enquiry;
- Raising other unrelated concerns/making unsubstantiated allegations.

Unreasonable Persistence

- On occasion service users will not, or cannot accept that the Council/Service is unable to help them further
- or provide a level of service other than that which is already being provided and continue to persist in disagreeing with the action or decision taken in relation to their complaint.

Unreasonable persistence includes

- Persistent refusal to accept a decision;
- Persistent refusal to accept explanations;
- Continuing to try to enter into correspondence/dialogue with employees or other representatives of the Council despite the matter being closed.

What if I have concerns or a complaint?

You can contact the school anytime to raise a concern or complaint. A relevant member of staff will get back to you as soon as possible (maximum 5 working days).

It is not acceptable to take an angry tone or show aggression when discussing issues in school, despite there being strong emotions. This will not be tolerated.

Where there is a concern raised, there is ALWAYS an action. Due to confidentiality, we may not be able to share with you what happened after a concern was raised or the end result of an investigation, however, you will always be listened to.

We are sometimes told that the school has been contacted and '*nothing was done or happened*'. This is never the case.

Any concerns are always taken seriously and fully investigated.

For your information this may lead to:

- Other parents being contacted by phone or meeting
- A support plan being put in place for an individual
- A restorative conversation with those involved
- An agency being contacted for advice or support
- A consequence in place such as removal from the playground or activity for a period of time
- RIP and PIP (Reprimand in Private and Praise in Public) which is in line with our Relationships Policy and Children's Rights – available on our website
- Support offered through our Support for Learning Strategy - available on our website

If you are not satisfied with this you may place a complaint on the **Customer First portal**. A stage 1 complaint is always given to the Head Teacher to respond to, within 5 working days.

If you are not happy with this response, you may raise a stage 2 complaint outlining why you are not satisfied and this will be investigated independently, within 20 working days.

Other communication: what you can expect?

As children transition into Primary 1, there is always a maximum of 25 children in any class. It is therefore easier for a P1 teacher to upload images of learning to Seesaw than that of a teacher who has 33 children in their class. Learning in P1 is also more play based, therefore, the time spent on direct teaching is slightly less or there is more flexibility.

From P3-7 we are encouraging our pupils to be independently uploading and sharing their learning within the class.

As a staff we have agreed the following:

Stage	Method of sharing learning and information
Primary 1 to Primary 7	Uploading/sharing learning through Seesaw. A quarter of the class will be focused on each week as well as whole class and group tasks. Sheet shared with parents/carers previously so they can focus on areas. End of term overviews with links to how you can support your child at home to consolidate that term's learning. Each year group will have a Twitter focus week to share their learning and experiences that week.

All children will be offered x2 **parents progress meetings: November and March** (opt in surgery to discuss specific concerns), with an end of year summary report. We have consulted with parents regarding (September 2022) this and this was the preferred option.

Regular communication with your child's class teacher is fine, **within reason**. It would be unreasonable to expect a class teacher to communicate daily regarding progress or behaviour for a full school year. Class teachers attend meetings, continuous professional learning and planning discussions daily after school. During the day, their focus is on teaching and learning and meeting all learners' needs. If, for some reason, you do require more regular updates, then this should be discussed with the leadership team/class teacher to balance what is manageable and acceptable.

Throughout the school year there will be opportunities for you to come in to school for a learning event, performance, family Forum and fund-raising activities and information events. Information about these will come through the app.

If you are interested in helping in the school there are a large number of ways you can do this:

- Parent helper in class
- Library
- Trips and visits
- World of Work
- Clubs with Active Schools
- Fund raising activities
- Family Forum and being a class representative

What if my child has an additional support need?

Most (75 – 90%) of our children are supported through discussions with the class teacher and/or support for learning teacher or a member of SLT. The support that a child would normally receive is referred to as **universal support**. This means differentiated support through the task, support from an adult, additional resources etc. Children with a diagnosis of dyslexia/dyscalculia/dyspraxia would normally access universal support.

Mrs Johnston (DHT) is responsible for coordinating pupil support in P5, P6 and P7.

Mrs Melrose (PT)/Mrs Fricker (Acting PT) is responsible for coordinating pupil support for P3 and P4.

Mrs Main (PT) is responsible for coordinating pupil support from Nursery into P1 and P2 pupils.

Mrs Snedden (HT) is responsible for monitoring, discussing, coordinating the support for all children in P1 to P7.

The level of communication will be dependent on need. There are sometimes that we ask a member of our support staff to update parents weekly, or daily for a short period of time.

If your child is part of our **TAC (team around the child)** system, we will hold a maximum of 2 TAC meetings (for a **stage 3 intervention** child) throughout the school year. These meetings are in addition to the opportunities that all parents are offered. **The majority of these meetings will be held on line**, particularly if there are a large number of professionals who are required to attend. However, if you prefer face to face meetings, we can accommodate that.

There are times that a child with an additional need may be struggling more than others. If this is the case then the class teacher and/or senior leadership team will be contacting parents either by phone or email to discuss and regularly evaluate support. This will happen in a range of ways, individual or small group **targeted support**, use of our spaces around the school (The Cosy, The Hive) and bespoke support timetables.

We hope you find this helpful and that this makes communication from home to school clear and transparent, outlining all the different ways that this can happen.

Thank you,

Helen Snedden Head Teacher & The St Margaret's Staff Team