MARR COLLEGE

School Handbook
Session 2024/25

Community Ambition Respect Equality

Welcome from the Head Teacher

Dear Parent/Carer,

A warm welcome to Marr College. This handbook is designed to give you an insight into our school and its aims, values and achievements. It will also provide you with information on the many opportunities we offer our young people.

Marr College is a well-known school with a unique history, founded in 1935 through funds bequeathed by Charles Kerr Marr. Extensive restoration and the addition of new facilities in 2017 provides a vibrant, well-resourced learning environment for all our young people.

We aim to:

- **create a positive, caring school ethos** that promotes inclusion and equality and fosters a strong sense of belonging where everyone feels valued and respected
- **raise attainment** through developing a culture of ambition and achievement
- **develop the capacities** of our young people to become successful learners, confident individuals, responsible citizens and effective contributors to society.
- develop close working **relationships** between school, home, partners and the wider community
- ensure our teaching and learning is of the **highest standard**

As a school we value parental involvement and are well aware that our success depends on positive partnerships with parents and carers. Working together, we aim to ensure our young people benefit from a wide range of opportunities and experiences to develop their skills for learning and for life.

At Marr College we offer a wealth of opportunities out with the classroom that are delivered by school staff and a significant number of parent and community volunteers, whom we value greatly. Our pupils excel not only in their academic achievements, but also many other areas including sport, music, the arts, public speaking and leadership development. They are proud ambassadors and represent the school locally, nationally and internationally. Pride, confidence and success in a school comes from pupils, staff and parents/carers having a shared understanding of the high standards, expectations and ambitions we have for all our pupils.

The transition from primary to secondary is always a big step and we work closely with our associated primary schools to make this as smooth as possible for every pupil and parent. We have a wealth of information about the school on our website www.marr.sayr.sch.uk including a new parent and pupil guide.

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

George Docherty
Head Teacher

Contents Page

Contact Details 1

Our Vision, Values and Aims 2

School Staff 3

Enrolment 7

Parental Involvement 7

- What opportunity is there for parents to be involved in their child's learning?
- Parents as partners – Parent Council and parent forum

The Curriculum: 9

- The Curriculum for Excellence
- Opportunities for Wider Achievement
- Religious and moral education
- Health& Wellbeing (including school disciplinary policy)
- Equal Opportunities and inclusion

Assessment 15

Reporting 16

How will your child's progress be reported?

Transition 16

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

Support for Learners 17

- How do we ensure that there is someone in school who knows your child and can support them through challenging times?
- Additional support for learning
- What are addition support needs (ASN)?
- How do we make sure we can meet the additional support needs of pupils in South Ayrshire?
- Stag 1 (a) – in class support
- Stage 2 – Additional support from a service that is universally available
- Stage 3 – Specialist help from a multi-agency team
- Supports available
- How can parents help to support children and young people with additional support needs?
- What role do children and young people play?
- How can parents make requests for assessment?
- What can parents do if they don't agree with the authority?
- Where can parents get support and information relating to additional support needs?
- Psychological Service
- Child Protection

School Improvement 22

- How has the school improved over the last twelve months?
- How has the school improved the attainment of young people?

School Policies and Practical Information 23

- What additional information is available to parents?
- Student Voice
- Choosing a School
- Family Holiday not authorised by the school; Extended leave with parental consent
- Advice to parents
- Routine and expected visits out with school
- School uniform Policy
- Parental complaints procedure
- School Meals and Free School Meal Information
- Footwear and clothing grant information; Education maintenance allowance (EMA)
- Transport guide to parents; Seatbelt statement; Privileged seats
- Insurance; Valuable items
- Use of Mobile Phones; Use of Social Media
- Health & Medical Information; Health Promotion and Nutrition
- Data Protection Act; Freedom of Information (Scotland) Act 2002

- Helpful Addresses and Websites 33

School Information

Name	Marr College
Address	Dundonald Road, Troon KA10 7AB
Telephone Number	01292 690022
Email address	marr.mail@south-ayrshire.gov.uk
Website	www.marr.sayr.sch.uk
Head Teacher	Mr George Docherty
Parent Council contact	Judith McCaughey (Chair) marrparentcouncil@gmail.com

Stages of Education provided	S1 – S6
Denominational status	Non-denominational
Gaelic	No Gaelic teaching

Accommodation and capacity	Permanent Capacity – 1348
Current Roll	1127

Catchment area	Details of the school's catchment area and street names are available for inspection at the school and parents can also access them on the Council's website at www.south-ayrshire.gov.uk. Catchment map and area (available from the Resource Planning Section, Educational Services, County Buildings, Wellington Square, Ayr, KA7 1DR Useful links to additional information to be found in Appendix 2.
Contacting the school	If you have any comments or enquiries, please contact the school by email Marr.Mail@south-ayrshire.gov.uk or by telephone on 01292 690022 asking for your child's guidance teacher in the first instance.

Associated Primaries

Address	Head Teacher	Telephone Number
Barassie Primary Burnfoot Avenue, Troon	J Fleming	01292 690072
Dundonald Primary Castle Drive, Dundonald	F Paterson	01292 690075
Muirhead Primary Buchan Road, Troon	L Livingston	01292 690033
Struthers Primary Staffin Road, Troon	L Clark	01292 690073
St Patrick's Primary Academy Street, Troon	L May	01292 690070
Troon Primary Barassie Street, Troon	A Roan	01292 690069

Our Vision, Values and Aims

Vision

We strive to make Marr College a caring school and a centre of excellence for learning in our community. We are proud of our heritage and together we nurture and encourage all learners to be ambitious and develop the knowledge skills and attributes to thrive and achieve in our ever-changing world.

Proud of our past, ambitious for our future. Together, we are Marr

This has been our vision since August 2020 and was developed in partnership with students, staff, parents and the wider school community. Our learning, our leadership and our improvements are focused on bringing this vision to life in all that we do at Marr College

Values

In Marr College we value:

- **Community**
- **Ambition**
- **Respect**
- **Equality**

Aims

To **develop the capacities** of our young people to become successful learners, confident individuals, responsible citizens and effective contributors to society.

To **create a positive, caring school ethos** that promotes inclusion and equality and fosters a strong sense of belonging where everyone feels valued and respected.

To **raise attainment** through developing a culture of ambition and achievement, providing active and engaging learning experiences that meets the needs of our learners, enhances their critical thinking skills and supports and challenges them to take personal responsibility for their learning.

To create a **dynamic and innovative curriculum** that inspires and encourages creativity and provides learners with the knowledge, skills and attributes to thrive in our ever-changing world.

To ensure our teaching and learning is of the highest standard and harnesses the potential that **digital learning** offers.

To develop close working **relationships** between school, home, partners and the wider community, promoting participation and actively involving parents in supporting their child's learning.

To promote and **celebrate achievement** and enrich learners' experiences through culture, sport and encouraging creativity, innovation and enterprise.

To **empower** our school community to develop leadership at all levels, working with our students, staff, parents and partners to evaluate the quality of education we provide and build on our **capacity and capability to improve**.

To support staff to be self-reflective and access high quality **professional learning** that leads to improved outcomes for all our young people.

To ensure all young people are supported towards achieving a **positive and sustained destination**.

Senior Leadership Team

Head Teacher: Mr G Docherty
Depute Head Teachers: Mrs R Anderson, Mr G Hobson, Mr N McLean, Ms G McCallum, Mr I Ward, Miss F McCue (Acting)

Head Teacher

Mr G Docherty
(Head Teacher)

Depute Head Teachers

Mrs R Anderson
(Head of FULLARTON)

Mr G Hobson
(Head of WELBECK)

Mr N McLean
(Head of DARLEY)

Ms G McCallum
(Head of PORTLAND)

Mr I Ward
(Head of LOTHIAN)

Miss F McCue
(0.2 Acting Head of FULLARTON)

Guidance Team, Support for Learning and Attainment

Mrs J Cooper (0.6)
DARLEY

Mr K Bell
FULLARTON

Mr J Higgins
LOTHIAN

Mr S Reid
PORTLAND

Miss O Robson
WELBECK

Mr R Connell
(0.4 Acting)
DARLEY

Mr S Harris
acting PT
Enhanced Curriculum

Mrs F Young
PT Support for Learning

Miss L Campbell
PT Developing Young Workforce (DYW)

Mr D Alford
PT Raising Attainment (BGE)

Mr C Moncrieff
PT Raising Attainment (Senior Phase)

The Guidance Team and Support for Learning are responsible for the support of students and in matters related to Health and Wellbeing, curriculum, Additional Support Needs and transition.

There are six Principal Teachers of Guidance, one Principal Teacher of Support for Learning and two Principal Teachers of Raising Attainment. Their role is to help students with their personal transition to secondary education and throughout their time at Marr, to support and get to know students as individuals by means of one-to-one interviews and small group interviews, to teach Personal & Social Education (PSE) and review targets and option choices with each student. In addition, students are encouraged to self-refer if any problem arises. Our Raising Attainment Principal Teachers work alongside staff and pupils to maximise attainment and achievement at all levels across S1-S6.

The school is divided vertically into five guidance groups. Students are therefore in the care of the same Guidance teacher as they progress through the school. Wherever possible, the same Guidance teacher will be appointed to any younger siblings.

Guidance teachers are also responsible for careers advice, links with universities, colleges, employers, student interviews with careers advisers and are in a position to assist parents and carers and their child with concerns pertaining to behaviour, academic performance and choice of school course and future career.

Should any problem arise regarding any aspect of the young person's progress, please contact the school to arrange an appointment to meet with the Guidance Teacher. Any discussion will remain confidential if you wish. The Team also includes two Pupil Support teachers and ten School Assistants who work within South Ayrshire Council's staged intervention framework to support young people with Additional Support Needs

Extended Leadership Team - Principal Teachers (Curricular)

Mrs H Brown
Art & Design

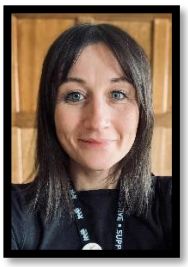
Ms E McCauley
Biology

Miss S Wyllie
Business Education

Mrs S Donnelly
Chemistry

Mr A Simpson
Computing Science

Mr F Kellett
Design and Technology (0.8)



Dr G Sargent
English

Mrs V Gourlay
Food & Textile Technology

Mr D Marshall
Geography

Mr D Morton
History

Mrs F McCue
Mathematics

Mr J Norrie
Modern Languages

Mr L Baillie
Music

Mr K Bryden
Physical Education

Dr I Spencer
Physics

Mrs Cleland
Religious & Moral Education

Mr B Hamilton
Design and Technology (0.2)

School Staff List

HEAD TEACHER
Mr G Docherty

DEPUTE HEAD TEACHERS
Mrs R Anderson
Mr G Hobson
Ms G McCallum
Mr N McLean
Mr I Ward
Mrs F McCue (0.2 Acting)

GUIDANCE
Darley - Mr R Connell/ Mrs J Cooper
Fullarton - Mr K Bell
Lothian - Mr J Higgins
Portland - Mr S Reid
Welbeck - Miss O Robson

ART
Mrs H Brown (PT)
Miss I Anderson
Mrs G Catterson (0.6)
Mrs C Lambie
Mrs S Morton (0.6)

BIOLOGY
Ms E McCauley (PT)
Mrs J Cooper (PTG)
Miss D Kaya
Miss M Watt
Miss F Hogg (NQT)

BUSINESS EDUCATION
Miss S Wyllie (PT)
Miss L Campbell (PT DYW)
Ms R McKenzie
Mrs L Stevenson (Dev PT Qualifications and Skills)
Mrs M Thomson (0.8)

CHEMISTRY
Mrs S Donnelly (PT)
Mrs J McGrouther (0.6)
Mr A McIntyre

COMPUTING
Mr A Simpson (PT)
Mr D Alford (PT Raising Attainment)
Mr N McLean (DHT)
Mrs R Anderson (DHT)

DESIGN & TECHNOLOGY
Mr F Kellett (0.8 PT)
Mr R Connell (0.4 Acting PTG)
Mr B Hamilton (0.2 PT)
Miss M Muir
Vacancy (0.8)

ENGLISH
Dr G Sargent (PT)
Mrs E Bolland
Mrs K Ferguson
Ms S Hepburn
Mr W Jackson
Mrs R Redgate
Mrs D Russell
Mrs K Walker

FOOD & TEXTILE TECHNOLOGY
Mrs V Gourlay (PT)
Mrs B Brown
Miss J Heslop (Temp)

GEOGRAPHY
Mr D Marshall (PT)
Mr E Lindsay
Miss K Lennie (Temp)
Mrs K McHaffie (Temp 0.6)

HISTORY/MODERN STUDIES
Mr D Morton (PT)
Mr S Harris (Acting PTG)
Dr L MacKenzie (Dev PT Pedagogy)
Mr C Moncrieff (PT Raising Attainment)
Ms K McClymont
Miss S Roseweir (NQT)

MATHEMATICS
Miss F McCue (PT / Acting DHT)
Mr P Crossan (0.2 Acting PT)
Mr V Barraclough (0.8)
Mrs A Jarvie
Mrs K Rice
Mr C McPhee
Ms A Mendy (0.8)
Mrs J Stevenson
Ms G McCallum (DHT)

MODERN LANGUAGES
Mr J Norrie (PT)
Mrs M Gilmore (0.6)
Mrs V Mancini
Ms A Ledingham (0.6)
Mr G Hobson (DHT)

MUSIC
Mr L Baillie (PT)
Mrs C Crossan
Mr C Russell

PHYSICAL EDUCATION
Mr K Bryden (PT)
Miss K Charles
Mr S Manning
Mr S McElnea
Mr S Reid (PTG)
Miss E Kennedy (NQT)

PHYSICS
Dr I Spencer (PT)
Mr K Bell (PTG)
Mr J Higgins (PTG)
Mr A Murphy
Mr G Robertson
Mr G Woods (Temp)

RELIGIOUS EDUCATION
Mrs L Cleland (PT)
Mrs L Good (0.8)
Miss O Robson (Acting PTG)

SUPPORT FOR LEARNERS
Mrs F Young (PT)
Ms M Elliot
Mrs L Good
Mr B Craig

LIBRARIAN
Ms C Owens (0.4)
Miss S King (0.6)

WELLBEING OFFICER
Mrs J Scott

ADMINISTRATION TEAM LEADER
Ms D Strain

ADMINISTRATIVE ASSISTANTS
Ms X Gilles (Senior) *(Wed PM-Fri)*
Mrs J Taylor (Senior) *(Mon-Wed AM)*
Mrs G Hume
Mrs J Love *(Wed-Fri)*
Mrs M McClymont (*Tues – Thurs)*
Mrs F Paterson
Mrs C Ramsay (*Mon-Wed)*
Mrs Y Smith

SCHOOL ASSISTANTS
Mrs P Brown (0.8)
Ms E Marsh
Mrs L McCarten
Miss C McGill
Ms T Robertson
Mr G Shearer (0.8)
Mrs Siti Biden (Temp)
Mrs D Williams

TECHNICIANS
Mrs J Meredith (Senior Science)
Ms S Cairney (Science)
Mrs E Donn (Science)
Mr E McDonald (ICT)
Mr J Wright (D+T)

JANITORS
Mr J Conroy
Mr M Hunter
Miss C Mullen
Mr K Storrie
Mr S Taylor

CAMPUS POLICE OFFICER
PC A Harrower

OUTDOOR LEARNING WORKER
Mr S Davidson

CATERING SUPERVISOR
Mrs J Bryce

THRIVING COMMUNITIES
Mrs J McGarry

CLEANING SUPERVISOR
Mrs E Skedd

MUSIC INSTRUCTORS
Mrs Davidson (Voice)
Mr Deveney (Percussion)
Mr Henderson (Guitar)
Mrs Eaton (Lower Strings)
Mrs MacLeod (Upper Strings)
Mrs Rietveld (Woodwind)
Mr S Walker (Brass)

SKILLS DEVELOPMENT SCOTLAND
Mrs G Fraser

Enrolment

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

Parental Involvement

The support of parents/carers is vital to the success of Marr College. We believe, therefore, that we should do everything possible to provide parents/carers regularly with information and opportunities to visit the school to learn of matters that relate to their child's education.

Contact with parents/carers takes many forms including:

- Email marr.mail@south-ayrshire.gov.uk
- Information Evenings
- Meetings to discuss students' progress
- Parent Council
- Questionnaires/Surveys
- Students' reports
- Telephone or individual interviews
- Text messaging through GroupCall (Please download the Xpressions App)
- Website www.marr.sayr.sch.uk
- Twitter follow us on @MarrColOfficial

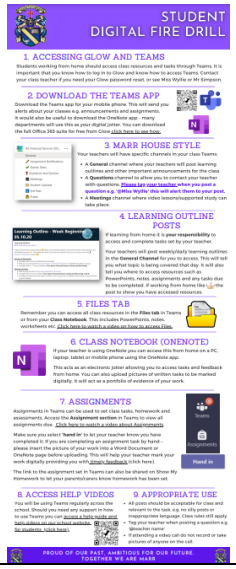
Reporting to Parents

We have for each year group one formal Parents' Evening per school year and one written report and two tracking reports. In S1 there is a further opportunity to meet your child's guidance teacher during September for a settling in meeting should you wish. Parents/carers are also invited to get in touch with us about any matter concerning their child's education. We use the online 'Parents' Booking' system to make appointments for parents' evenings and full instructions will be sent out to you in advance. Please note that in some cases, teachers will have more than one class in a particular year group and will be unable to meet with every parent.

The first contact should be with the Principal Teacher Guidance

Your main point of contact with the school will be your child's Guidance teacher. All our Principal Teachers have a teaching commitment and may not be able to take your call straight away. Please leave a message with our office staff and they will pass this on the Principal Teacher concerned and he/she will telephone and do their best to resolve any matters of concern to parents/carers.

Home Learning (Homework)



Home Learning and independent study are important to successful learning. It is to be expected that students who have good study habits and complete their home learning, as well as working hard in class go on to achieve academic success. The amount and type of home learning set by teachers will vary from year to year. We expect regular appropriate meaningful and challenging home learning should be undertaken by all students, regardless of age or ability.

Home Learning is work that takes place outside formal classroom teaching, is the responsibility of pupils and a key part of their learning. Some tasks may be set to reinforce what has been learned in class and others may focus on reading and research. Home Learning is generally posted on Microsoft Teams and accessed by students online. Click on the Student Digital Fire drill to the left to view our home learning pages. It is essential that all staff and parents regularly monitor the completion of home learning and that pupils know that failure to complete home learning will be acted upon.

Parents as partners – Parent Council and Parent Forum

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

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

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

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

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

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

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

At Marr College, the Parent Council is well established and consists of parents/carers and other co-opted members.

Office Bearers are as follows:

Chairperson - Judith McCaughey
Vice Chair -
Secretary - Margaret MacIver
Treasurer - Susan Foryth

Meetings are held on the first Wednesday of each month (except April/July and August) at 6.30pm in Marr College. If you are interested in joining please contact any of the office bearers via marrparentcouncil@gmail.com.

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

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

The Curriculum

Curriculum for Excellence

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

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

Teachers and practitioners will share information to plan a child's 'learning journey' from 3-18, helping their progression from nursery to primary, primary to secondary and beyond, ensuring the change is smooth and builds on what they have learned at each stage. They will ensure that children continue to work at a pace that is appropriate for them but which also challenges and supports them to achieve their very best.

Every child is entitled to a **broad general** education, whatever their level and ability. Every single teacher and practitioner will be responsible for **literacy and numeracy** – the language and numbers skills that unlock other subjects and are vital to everyday life. All teachers are also responsible for the health and wellbeing of children and young people.

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

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

The Broad General Education (BGE) **The S1 – 3 Experience**

All students in S1, 2 & 3 follow a broad general education covering the eight curricular areas: science, languages, mathematics, social studies, expressive arts, health & wellbeing, religious & moral education and technology. These curricular areas are delivered through a wide range of subjects including English, Mathematics, Science, French, History, Geography, Modern Studies, Home Economics, Design & Technology, Art & Design, Music, Physical Education, Religious Education, Business Education, Computing Science and Personal & Social Education. S1 and S2 students are also encouraged to work towards achieving the STEM and IDEA award through their experiential learning in Science Technology, Engineering and Mathematics (STEM) classes as well as Digital Literacy.

Making Learning Choices – S3

In February of S2, students are given the opportunity to specialise in a number of subjects to further their learning. To support these choices, students will gather information and advice through Personal & Social Education lessons, information evenings for parents/carers and interviews for students by the Guidance Team. Detailed help is given by guidance and class teachers about course choices and decisions depending on the individual student's progress, interest and career aspirations.

Further information on all of our learning options is available through our school website under the heading "Learning Options".

As well as a broad general education covering the eight curricular areas, students will choose a skills option to enhance their educational experience. Examples include: Electronics, Business Enterprise, Star Baker, Fashion Design and Duke of Edinburgh Award (Bronze). In addition, a number of inter-disciplinary activities, opportunities for personal achievement and learning related to the life of the school enhance students' learning and enjoyment of Marr College.

Students in S3 will continue with Curriculum for Excellence and will study eight Learning Options, two skills options, as well as a Core Curriculum of RME, PSE, PE and Personal Support Time. S3 students will also achieve the SQA Health and Wellbeing Award through their PSE class.

All subjects will follow the Experiences and Outcomes at Third and Fourth Level, making natural progression into National Qualifications at National 3, 4 & 5 in S4 and beyond.

The Senior Phase

The S4 - 6 Experience

The Senior Phase directly follows the Broad General Education and takes place in the final stages of compulsory education. The key focus of the Senior Phase is improving attainment and achievement of all. All students in S4, 5 and 6 follow a senior phase model to allow them to experience greater depth, breadth and choice in their learning. The Senior Phase is designed to build on achievements in the BGE; promote the highest levels of attainment; provide a range of flexible progression pathways within and beyond the Senior Phase to meet the needs of all learners with a strong focus on the skills for life, learning and work.

In the Senior Phase all young people can expect the entitlements to be delivered, whatever their individual aspirations and needs, wherever their learning takes place. The Senior Phase provides a variety of opportunities for all young people including the option to study a specific course at Ayrshire College or indeed at one or our partner schools within the South Ayrshire Campus or online for a small number of Advanced Higher courses. As part of the Senior Phase, young people in our school may learn together in classes across year groups.

The Learning Options Process

In February of S3, our students will be given the opportunity to experience further personalisation and choice in their learning by specialising in a range of subjects in S4. All students will continue with a Core Curriculum consisting of: Mathematics; English; Physical Education; RMPS and Personal Support. In addition, students will choose 5 Learning Options which will each be studied for 4 periods at SCQF levels 3, 4 and 5. A small number of students who are excelling in their field may study at Higher level in S4, for example in Music.

Again to support these choices, students will gather information and advice through Personal & Social Education lessons, information evenings for parents/carers and interviews for students by the guidance team. Detailed help is provided by guidance and class teachers about course choices and decisions depending on the individual student's progress, interest and career aspirations. Further information on course content is available on our school website. All students in S4 will embark on their Senior Phase of Curriculum for Excellence studying up to 7 national Qualifications at SCQF levels 3, 4, and 5. These courses show natural progression from the work completed in S3 and offer a variety of opportunities for progression in the senior school.

In February of S4, our students will select courses for study in S5, focusing on their 'best' subjects from S4. All students will continue with a Core Curriculum consisting of Physical Education and PSE. In addition, students will choose 5 Learning Options which will each be studied for 6 periods at SCQF levels 3, 4, 5 and 6 with opportunities for experiencing wider achievement options such as Sports Leadership Awards, College Options and a work experience programme.

In February of S5, our students will be given the opportunity to experience further breadth and depth in their learning by further specialising in a range of subjects in S6. All students will continue with a Core Curriculum consisting of PSE and Personal Support. In addition, students will choose a minimum of 5 Learning Options which will usually be studied for 6 periods at SCQF levels 3, 4, 5, 6 and 7 with opportunities for experiencing wider achievement options such as Sports Leadership Awards, College Options, Young Applicants in Schools Scheme (YASS) and a Work Experience Programme.

Some students may choose to leave school at the end of fifth year to go into employment, college or University. Assistance with each of these options is provided through Guidance staff and Skills Development Scotland.

A full and comprehensive guide to our Learning options for both the Broad General Education and Senior Phase can be found in our website at Course Options (marr.sayr.sch.uk).

In fifth and sixth year, financial assistance may be available from South Ayrshire Council through an Education Maintenance Allowance (EMA). And students can speak wo their Guidance teacher fur further information.

Opportunities for Wider Achievement

Marr College is extremely proud of the wide range of activities available within and out with our curriculum to students, reflecting the willingness and dedication of many members of staff. Whilst the pandemic limited some of these opportunities, or activities were moved to online formats, we are committed to supporting our young people to participate in a full and varied range of wider achievement opportunities.

Accreditation of Personal Achievements for session 23/24

Foundation Apprenticeships	Barista SCQF Level 4
Work placements	IDEA Award
'Work Out' programme	John Muir and Saltire Award
Young Applicants in Schools Scheme	Junior Park Ranger Award
Duke of Edinburgh's Award	Cycle Maintenance
Higher Leadership	Dynamic Youth Award
Young Enterprise	Personal Development Award
Young STEM Leader	Computer Games Development
Digi Inventors	STEM Champions Bronze, Silver and Gold

Out of class activities

Extracurricular activities include the following:

- Art
- Athletics
- Badminton
- Basketball
- Computer Club
- Chess Club
- Debating
- Drop In Club
- Football
- Golf
- Hockey
- Netball
- School of Rugby
- School of Hockey
- Science Club
- Theatre Outings
- Volleyball
- Writers' Club
- Reading Ambassadors
- STEM Club
- Anime Club

Marr Senior Handball Team

Marr - Malawi Colour Walk

Sports Facilities

All indoor sports facilities are incorporated in our new single storey sports block which is strategically located to the south of the original building and close to the existing footpath link to the outdoor sports pitches on our playing fields. We have a games hall, two gyms and a fitness suite in the indoor facilities and two all-weather rugby and hockey pitches at the playing fields alongside several grass pitches.

School of Sports

At Marr College we are privileged to offer a wide variety of extra-curricular sports delivered by our PE Department and parent/coaching volunteers. In addition, we offer **School of Rugby**, **School of Hockey** and **School of Handball** as part of the curriculum in S1-S3. Young people attend timetabled coaching sessions as well as after school training and planned matches. Many of our senior students are also involved in coaching, some through our formal SQA courses – Sports and Recreation, Exercise and Fitness and Sports Leadership.

Religious and Moral Education

Religious and Moral Education:

- Makes a distinctive contribution to the curriculum in helping students towards a consistent set of beliefs, values, attitudes and practices
- Is concerned with the spiritual growth of the student
- Encourages students to become aware of a wide range of religious interpretations
- Fosters attitudes of open enquiry and awareness of prejudice, discrimination and intolerance.

At Marr our students in S1 - 3 have weekly timetabled lessons in our RME department. In addition, S3 pupil can choose to study RMPS as an elective where they will develop their higher order thinking skills by engaging with religious, moral and philosophical topics in preparation for further study in S4-6. Students in S4 -6 follow a programme of core RME throughout the year and can also can opt to continue with courses in Religious, Moral and Philosophical Studies and/or Philosophy at National 5 and Higher Level.

Parents with different faiths or beliefs other than Christianity may request that their children be permitted to be absent from school in order to celebrate recognised religious events. Only written requests detailing the proposed arrangements will be considered. Appropriate requests will be granted on not more than three occasions (days) in any one school session and the pupil noted as an authorised absentee in the register.

Religious Observance/Time for Reflection

Assemblies are conducted by the SLT and our School Chaplains. Our assemblies take place during Personal Support time and House groups have a rolling cycle. Our Chaplaincy team are very enthusiastic and engage with our students. The team also regularly hold counselling sessions during lunchtime for students. Any parents/carer wishing to withdraw their child from such religious observance should contact the Head Teacher stating such objections.

We have a thriving Scripture Union group who meet every Friday at lunchtime for an opportunity to have fun and get to know our school chaplains.

Health and Wellbeing

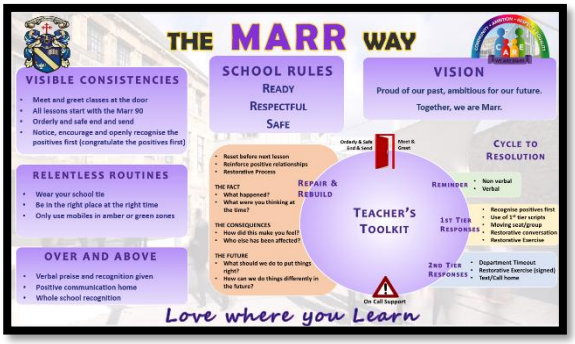
Health and Wellbeing

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

Children and young people have the right to feel safe, be healthy and active; to be nurtured; to achieve their potential; to be respected; given responsibility and to be included in the school environment. All staff in the school are pro-active in promoting positive behaviour in the classroom, playground and the wider school community. In Marr College we expect very high standards of behaviour and we have agreed a simple set of rules with our pupils to help maintain good order and respectful relationships so that effective learning and teaching takes place.

Our school rules are **Ready, Respectful, Safe** and these are clearly displayed in our main social areas and classrooms.

Positive Behaviour – The Marr Way



Positive relationships are the starting point for effective learning to take place. In the journey towards developing positive and respectful relationships a process of promotion of positive behaviour is required, which is captured in our The Marr Way, our positive behaviour and relationships policy. This communicates expectations, boundaries and supports, allowing effective learning and teaching to take place. We adopt a restorative approach in responding to any issues and appropriate consequences are part of the process by which an orderly, safe and inclusive ethos is encouraged and maintained. In dealing with repeated instances of misbehaviour, the support of parents/carers is vital. Should a pattern of misconduct emerge, parents/carers will be invited to discuss the situation with a member of staff.

Anti-Bullying

Marr College has a clear stance on bullying; it is unacceptable and we take firm action against it. Bullying strikes at the very values of what Marr College stands for and cannot be tolerated. Students are encouraged to communicate any concerns with staff and any parent/carer who believes his/her child is being bullied should contact us immediately, confident that the matter will be dealt with fairly and sensitively. Our Anti-Bullying guidelines can be found here Anti-bullying (marr.sayr.sch.uk)

Mental Wellbeing

We all have mental health, just as we have physical health and it's important we take the time to look after it. We have many trained members of staff and students who form our 'Wellbeing Team' and can be identified through their green wellbeing lanyards.

We also have a wealth of information and strategies to support mental wellbeing that have been developed in school and can be found at

http://www.marr.sayr.sch.uk/mentally-healthy.html

http://www.marr.sayr.sch.uk/hwstrategies.html

Students can also scan the QR code on our Need to Talk? Posters to access these resources, speak to any member of staff or visit the S6 Mental Health Leaders drop-in.

Equal Opportunities and Inclusion

In terms of the United Nations Convention on the Rights of the Child (UNCRC) and national law and policy, our school is committed to respecting children's rights to have equal opportunities and to be included. We are proud to have achieved the Silver Rights Respecting School Award in June 2023.

The national legislation around equal opportunities and social inclusion includes:

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

South Ayrshire puts this into practice through the following core beliefs:

- ***Presumption of mainstream***: All children and young people have the right to an education within a mainstream school (Standards in Scotland's School Act 2000);

- ***Most inclusive option***: Wherever possible, children and young people will be provided with an education within their own community and/or within their own catchment school (the ASL Act);

- ***Staged intervention***: If there are concerns about how a child or young person is coping within a mainstream placement, the model of staged intervention will be followed and this may include Team Around the Child meetings to assess and plan with available resources (the ASL Act). There is a particular focus in gathering the views of children, young people and their parents relating to the support required to minimise barriers to learning;

- ***Links to community***: If it is agreed that a placement out with a child's community is appropriate to meet their needs, it is important to consider ways in which a child can maintain links and relationships with peers from their own community (the ASL Act);

- ***Involvement of child and parent/carer:*** It is vital that the child, young person and parents/ carers are involved in all of these processes, and that the child or young person's views are taken account of in any decisions made. (UNCRC) (the ASL Act) and the Children (Scotland) Act 1995);

- ***ASN legislation:*** all processes and meetings will comply with the timescales of the ASN legislation.

Each school has a Pupil Support Coordinator or named individual for that establishment (if this is not the same individual) who has pastoral care responsibilities to ensure each child's needs are met. They will work alongside Pupil Support staff within their own school and also centrally. Central staff include Inclusion Co-ordinators, ASN teams, Psychological Services and Quality Improvement Managers.

All children and young people are treated equally at Marr College and are entitled to participate fully in the learning community which promotes equity and equality and seeks to protect against all forms of discrimination. No-one should be made to feel unimportant or inferior and all pupils have the right to a caring and safe environment.

In Marr College we seek to develop the full potential of all pupils, to raise their personal aspirations, improve their access to further and higher education and the labour market to provide for themselves an enhanced quality of life. To ensure that all pupils, regardless of gender, race or academic ability are equally well placed to take advantage of the educational experience and opportunities offered we ensure:

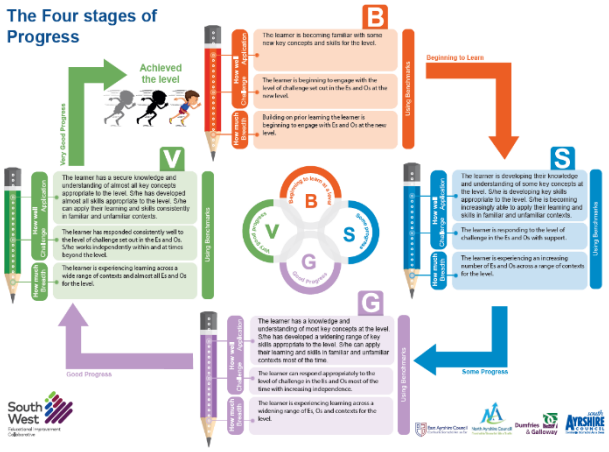
- all pupils are treated equally in curriculum choice, careers advice and access to resources
- all pupils have opportunities to consider differences and similarities between individuals and cultures through religious and personal & social education
- careers education takes into account gender equality
- guidance staff and teachers support all pupils to set realistic future goals and educational targets
- a comprehensive work experience programme for pupils is in place across the senior phase
- the Student Council represents the views of all learners
- students additional support needs are met
- transition arrangements between primary and secondary as well as option choice procedures are well established to ensure continuity
- SQA arrangements for pupils with additional support needs are well established
- the school has provision for pupils with physical disabilities
- provision for vulnerable pupils through the Team Around the Child approach
- attendance and punctuality of each pupil is monitored and strenuous efforts are made to address complex issues involved with truancy
- our anti-bullying ethos is promoted through Year Group Assemblies, PSE lessons, S6 mentoring programme, drop-in clubs and further opportunities for young people to access support
- all allegations of bullying are investigated and with the support of parents/carers we challenge bullying behaviour
- pupils are encouraged to share any concerns they have to the Guidance Teacher or any teacher
- parents/carers are encouraged to share concerns at an early stage

Through the above the school seeks to ensure equality of opportunity and social justice are vigorously pursued. Information regarding curriculum and support matters may be obtained from the relevant member of Guidance or SLT.

Assessment

How is Learning in the Broad General Education Assessed?

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



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

All schools in South Ayrshire Council have been using standardised assessments, along with a range of other assessment information for several years, to monitor the progress of individual learners and support their learning.

From August 2017, new national standardised assessments (SNSA) were introduced in all schools in Scotland. These assessments will provide an additional source of nationally consistent evidence for teachers to use when assessing children's progress.

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

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

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

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

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

Methods of assessment
Assessment methods are varied and will include summative and formative feedback throughout the session. In S4-S6 there will be formal examination diets: Prelims in December/January and SQA examinations in April to June.

Reporting

Reporting allows information to be shared and exchanged between pupils, parents and staff. Throughout the academic year all of our pupils will receive two tracking reports, one written report and parents/carers will have the opportunity to have a discussion with class teachers at Parents' Evening. Tracking reports provide progress information and full reports provide further information on progress and next steps in learning intended to support individual improvement. In session 2023-24, we piloted replacing a written report in S5/S6 with an additional parents' evening. This will be evaluated and a decision will be taken on extending this approach in 2024-25.

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

Reporting pupil progress to parents can take many forms. Please see table below for examples. (Education Scotland -reporting to parents and carers)

Reporting activities for individual learners	Reporting activities for group/class/school/setting
• Learning conversations – pupil and teacher/ pupil and pupil and/or pupil and parent/carer • Learners' reflections on their learning/Learning Logs • Achievement Logs • Parents' consultation meetings involving parents, teachers and learners, as appropriate • Homework/Shared Learning activities • Learning profiles/folios • Monthly/termly tracking information • Written reports • Monthly/termly progress reports • Review meetings • Progress within additional support for learning plans • Interagency meetings • On-going feedback in classwork	• Assemblies • Open days/events • Leading learning events • 'Meet the teacher' sessions • School concerts/shows • Achievement wall displays • Wall displays showcasing learning • School/class newsletters highlighting learning • Pupil led Glow blogs • Curriculum workshops • Information events • 'Soft starts' where parents can join their children in class • Class showcase events • Social media • Curriculum workshops led by learners and/ or staff • School website/Twitter • Class Blogs • Parent Council meetings • Pupil Council meetings

Transition

Links with our Associated Primary Schools

The Government's Curriculum for Excellence (CfE) 3-18 encourages schools to look on the education of students in this range as a continuum, rather than a system divided between nursery, primary and secondary schools. To meet the requirements of CfE there are close links between Marr College and our associated primary schools.

Cluster meetings of Head Teacher and Depute Head Teachers are scheduled and there is regular staff contact throughout the session. Curricular Development in past years has seen primary and secondary colleagues collaborate in creating programmes of work, which will link the study experienced in primary school with the curriculum studied at Marr College.

Primary to Secondary Transition

Before S1 students arrive in Marr College, secondary staff and primary staff will have met to discuss your child. It is important at this stage to ensure continuity of educational and personal provision. The Guidance and Pupil Support Team, the Depute Head Teacher for primary to secondary transition and Head Teacher are all involved with our primary colleagues. In addition, a programme of meetings for parent/carers of primary 7 students will take place both in Marr College and individual primary schools.

Similarly, all students coming to Marr College will meet and know staff from the school before they arrive here in August. Our Principal Teacher of Transition has worked hard to review and enhance the transition programme for all young people and we have an extensive range of activities that takes place in school and online via MS Teams.

In December, P7 are invited to a walk round of the school to familiarise themselves with the layout and between February and May they are invited to a one day event, where they can participate in team-building activities. Some P7 pupils also represent their school at the Rotary Quiz. In June, students are allocated the class they will join in August and spend two days at Marr College following their timetable and meeting new teachers, classmates and S6 Buddies. The extra confidence gained is an undoubted advantage when they face their 'first day' in August.

Support for Learners

Getting It Right for Every Child (GIRFEC)

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

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

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

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

Each child has a designated Guidance Teacher who will support them throughout their experience at Marr College. In addition each House is managed by a DHT who acts as Head of House and has good knowledge of the individual pupils in their house. Every morning, a personal support period of 10 minutes allows pupils to discuss any issues with their personal support teacher who can support them or seek further support from Guidance teacher or Head of House.

Additional support for learning

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

What are additional support needs (ASN)?

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

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

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

All children and young people may need additional support at some point to help them make the most of their education. Most children are supported through their own class teacher and appropriate class based strategies and supports.
If a pupil needs more help than the class teacher can provide, then a process of providing the right support begins. We call this staged intervention. Staged intervention is our way of assessing, identifying and then providing the necessary additional support and/ or strategies for a child or young person.
Staged intervention can be broken down into the following stages:

Stage 1 (a) - In class support
Where additional supports can be delivered through the use of class based strategies/interventions.

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

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

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

Stage 3 - Specialist help from a multi-agency team

At this stage a **wellbeing assessment** will be completed. The Pupil Support Co-ordinator or named individual for that establishment will contact the appropriate multi-agency team, and work in partnership with parents and learners to discuss/identify what targeted supports are required to minimise the barriers to learning.

A team around the child meeting (TAC) will be convened to determine how agencies can provide support.

All children at Stage 3 will benefit from **at least one targeted support**. Further universal supports may also be part of the support provided to children at this level.

Coordinated Support Plan (CSP)

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

Supports available

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

- Psychological Services;
- Peripatetic Services e.g. Visual Impairment and Hearing Impairment;
- Home Link Team;
- Looked After and Accommodated Service;
- Learning and Inclusion Team;
- School Support Assistants;
- Additional Support for Learning Teachers;
- Home Tutoring;
- Outreach services from Specialist Centres;
- Counselling Services for children over 10.

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

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

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

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

What role do children and young people play?

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

How can parents make requests for assessment?

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

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

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

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

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

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

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

Where can parents get support and information relating to additional support needs? **Quality Improvement Manager** County Buildings Wellington Square AYR KA7 1DR Tel: 01292 612504 **Principal Educational Psychologist** Queen Margaret Academy Dalmellington Road Ayr KA7 3TL Tel: 01292 612819 **Co-ordinator (Inclusion)** Educational Services County Buildings Wellington Square Ayr KA7 1DR Tel: 01292 612426 or 612292	**Enquire** Scottish Enquire helpline: 0845 123 2303 Textphone: 0131 22 22 439 Email: info@enquire.org.uk Enquire, the Scottish advice service for Additional Support for Learning provides free, independent and impartial advice through its helpline. **Scottish Child Law Centre** 54 East Cross Causeway Edinburgh Midlothian EH8 9HD Tel: 0131 667 6333 Email: enquiries@sclc.org.uk The Scottish Child Law Centre provides free legal advice and information for and about children and young people. **Resolve** Children in Scotland 5 Shandwick Place Edinburgh, EH2 4RG Tel: 0131 222 2456 **Advocacy Service** Circles Network 2 Bridge Street Ayr, KA7 1JX Tel: 01292 264396 or 07557 150 035 Website: South Ayrshire - Circles Network

Psychological Service

Educational Psychologists have five core functions which are:

- Consultation and advice;
- Assessment;
- Intervention;
- Training;
- Research and policy development;

These services can be delivered at different levels, including the level of the child, the school or the local authority. For example, the Educational Psychologist can work with school staff and parents/carers to assess a child's strengths and areas of development, as well as work directly with a child/young person to provide support. They can also work with school staff to support them to develop policies and interventions that will benefit all of the children in a school such as relationship-based policies, teaching and learning, etc.

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

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

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

Educational Psychologists maintain a note of young people's names who have been discussed with them and will only open Psychological Service case files if a formal referral has been received and accepted. Parental permission is sought prior to opening a Psychological Services case file.

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

Information Sharing

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

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

If you would like further information please refer to the Ayrshire **GIRFEC** website: **http://www.girfec-ayrshire.co.uk/home/ and the Guide to information Sharing for parents/carers in Ayrshire and Arran.**

Child Protection

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

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

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

If you have any concerns about the safety and wellbeing of a child or young person, including a 'gut feeling', that something is not right, talk about this to the school's Child Protection Co-ordinator or another member of staff.

School Improvement

How has the school improved over the last twelve months?

This session our staff and young people have worked hard to provide opportunities to engage in wider achievement and successes including;

- Achieving the Reading Schools Award at Silver level, demonstrating our commitment to establishing a strong reading culture across the school
- Cementing our status as Microsoft Showcase school, one of only 5 across Scotland
- Our Mental Wellbeing staff and student Ambassadors achieving the Say it Out LOUD charter for their work in promoting and supporting positive wellbeing
- S6 Leadership Groups organising a number of events including our annual Sponsored Walk for Malawi, Children in Need activities and other fundraising activities
- S2 students participating in the Youth and Philanthropy Initiative (YPI) securing £3000 of funding for their chosen charity, the 28th (Troon) Ayrshire Scouts Group
- Achieving the Silver Sports Scotland award for our commitment to extra-curricular sports
- Our School Colours programme that recognises academic, sporting, musical and wider achievement
- Volunteering within our local community through our S1 Community Day, the Duke of Edinburgh's Award and senior volunteering
- Achieving the Eco Schools Green Flag and the Bronze Cyber Security Award
- A successful S1 Community Volunteering Day and S2 Girls Inspire Sports Day
- Enhancing our Outdoor Learning programme through the appointment of a full-time Outdoor Worker

Our success and achievements are regularly celebrated via twitter, the school website, newsletters and celebrating success assemblies.

The school has had a clear focus this year on developing skills in Literacy, Numeracy, Health and Wellbeing, Digital Learning and Employability. This has been achieved through curriculum pathways, support interventions, our Digital Transformation approaches and our Pupil Equity strategy. All new S1 students receive training in the use of Teams and other resources to support their digital learning. Our 'Future Fit' skills development initiative is embedded within our learning and enables young people to make skills connections between subjects, identify their skills strengths and also identify areas for personal improvement.

Building on the strong progress in the use of digital technology to support learning and teaching, we have become a Microsoft Showcase School, one of only 5 in Scotland. 90% of staff are now Microsoft Innovative Educator trained and three members of staff are Microsoft Innovative Experts, providing training to staff across the school and local authority. Digital learning has become an integral part of our lessons and we have embedded the use of MS Teams across the school. We successfully achieved the Digital Schools Award in June 2022.

Our Pupil Equity programme is now in its fourth year and we have established systems and practices to support the learning and development of our most vulnerable young people. Our Outdoor Learning Worker supports young people to ensure they are actively participating in sports or clubs in school or in the local area.

How has the school improved the attainment of young people?

Marr College students continue to attain at a high level. In S4, 48% of learners achieved at least 5 National 5 awards, which remains above the authority average. From session 2023-24, S4 students will complete 7 awards at National level.

At Higher level 63% of S5 students achieved at least one Higher (66% SCQF), 45% achieved at least 3 Highers (49% SCQF) and 26% achieved at least 5 Highers (29% SCQF). 26% of our S6 students also achieved at least one Advanced Higher (30% SCQF), which is above the authority average. SCQF (Scottish Credit and Qualification Framework) measures the attainment of awards at a given level.

By the end of S3, young people achieve above national and local average levels in literacy and numeracy. The tables below highlight the percentages of young people achieving Level 4 by the end of S3. Additional focused time for literacy and numeracy in S1 and S2 is leading to improvements in attainment for all.

% Achieving Level 4	2016-17	2017-18	2018-19	2021-22	2022-23
Reading	50.3	46.9	70.3	65.4	71
Writing	49.7	53.1	72.2	65.4	79
Listening and Talking	51	48.1	79.7	66	80
Literacy	49	42.5	69	64.9	79
Numeracy	41.7	38.1	43	48.7	71
Total Pupils	151	160	158	191	218

We have also introduced a number of additional courses over the past two years to meet the changing needs of our young people and to help prepare them for life and work in the 21st Century, including:

- Foundation Apprenticeship Business Skills
- Music Technology
- Creative Industries
- Health and Food Technology
- Health Sector
- Level 7 STEM Leaders
- Personal Finance
- Photography
- Health and Wellbeing Award
- Personal Development
- Applications of Maths

We have worked hard to enhance the leadership skills of our young people and offer a wide range of opportunities across S1-S6 including:

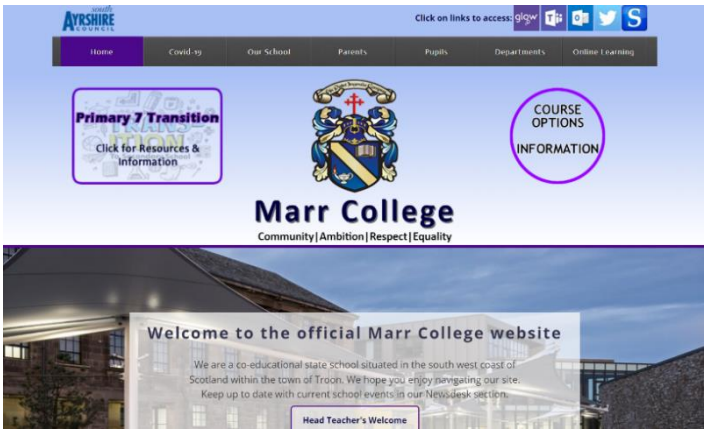
Student Council
Community Council
Sports Leader (S2 onwards)
School Captains
House Captains
Junior House Captains
Duke of Edinburgh's Award
Young STEM Leader
Digital Champions
Higher Leadership
Subject Ambassadors
Library Prefects
S1 Community Day
Student News Team

Further information can be found in our annual Standards and Quality Report. Improvement Plan (marr.sayr.sch.uk)

School Policies and Practical Information

What additional information is available to parents?

Over the past few years we have improved our school website to creat a 'one-stop shop' for parents and students to access a wide range of information. Please visit our school website, www.marr.sayr.sch.uk for links to guidance documents, newsletters (Marr Matters), monthly HT reports, parent lets, Parent Council minutes and lots more.



The majority of our direct communication with parents is via the Xpressions app and via email. Many parents already have experience of using the app from primary and a full user guide and setup instructions is available via the school office.

'The Marr Way' is our behaviour policy, which has been developed in consultation with pupils, parents and staff. This is displayed around the school and reflects our expectations and school values.

The school calendar can be found on our website and is also shared with all parents and carers at the start of the session. Our twitter feed @MarrColOfficial is regularly updated with news about school and upcoming events. Most departments also have twitter feeds which are linked to the school. If you don't have twitter, the latest tweets are also available to view on our website.

School Holidays

Details of school holidays can be found on the South Ayrshire Council website at :
https://www.south-ayrshire.gov.uk/article/24000/School-term-dates

School Day

All students should be in school and ready for learning at 8.45am.

Monday **Tuesday**	
Personal Support	8.45 – 8.55 am
Period 1	8.55 – 9.45 am
Period 2	9.45 – 10.35 am
Interval	10.35 – 10.50 am
Period 3	10.50 – 11.40 am
Period 4	11.40 am – 12.30 pm
Period 5	12.30 – 1.20 pm
Lunch	1.20 – 2.00 pm
Period 6	2.00 – 2.50 pm
Period 7	2.50 – 3.40 pm

Wednesday **Thursday** **Friday**	
Personal Support	8.45 – 8.55 am
Period 1	8.55 – 9.45 am
Period 2	9.45 – 10.35 am
Interval	10.35 – 10.50 am
Period 3	10.50 – 11.40 am
Period 4	11.40 am – 12.30 pm
Lunch	12.30 – 1.10 pm
Period 5	1.10 – 2.00 pm
Period 6	2.00 – 2.50 pm

All letters/information/reports will be issued through Personal Support classes.

Assemblies:

All House Assemblies take place once per week on the days below. Students should report directly to the Assembly Hall for 8.45 on their assigned day.

Monday	Tuesday	Wednesday	Thursday	Friday
Portland	Fullarton	Welbeck	Lothian	Darley

Senior Assemblies take place during allocated PSE periods according to the school timetable. Year group assemblies take place termly.

Student Voice

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

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

Our Pupil Council has been in existence at Marr College for a number of years and this will continue in the new session and beyond, led primarily by our S6 students and Mr Lindsay. In addition, the School Captains develop and manage an annual Student Improvement Plan that focuses on developments identified by pupils across the school. We have recently established a Marr Youth Council who meet with our Local Councillors and liaise directly with the local Community Councils to ensure young people have a say in decisions affecting their community.

The Head Teacher holds regular 'Daily Dozen' focus group meetings with pupils from all year groups. This not only enables pupils to have direct links to the Head Teacher, but also creates regular opportunities to review aspects of school life and identify further improvements. Pupils who attend are asked to complete a short survey which is collated and used as part of our whole school self-evaluation. We also actively encourage departments to post 'you said we did' updates following any class student voice activities.

Choosing a School

Parents have the right to choose to send their child to a school other than the catchment denominational or non-denominational school for the area they live in, this is known as a Placing Request. It is not possible to guarantee all Placing Requests will be successful. However, parents have the right of appeal should their application be unsuccessful. Parents should also be aware that if they decide to submit a Placing Request their child will no longer automatically be considered for a place in their catchment school.

Full details of the Placing Request process are available on the Council's web-site using the following link Placing requests - South Ayrshire Council (south-ayrshire.gov.uk) or you can contact Educational Services on 01292 612162.

Attendance

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

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

Family holiday not authorised by the school

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

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

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

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

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

Extended leave with parental consent

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

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

Advice to parents

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

Routine and expected visits out with school

Marr College recognises the need for young people to be regularly involved in outdoor activities and learning which will involve visits out with the school. These visits will be routine and are expected part of Curriculum

for Excellence. Routine and expected visits will be to local venues, involve easily managed activities, happen on a regular basis and be completed within regular school times.

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

School uniform

Our students are proud of their school and also take pride in wearing the Marr uniform as many generations of students have before them.

Our uniform consists of:

- White shirt and school tie
- Black or grey trousers or skirt
- Plain black footwear
- Preferably a Marr College Blazer

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

There are forms of dress, which are unacceptable in school, such as items of clothing which:-

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

The guidelines are provided to inform students, parents/carers and school staff of the standard of dress expected of all students attending Marr College. We would expect all students to comply with the school dress code.

For Physical Education, the minimum following kit is required:

- Shorts (dark)
- Marr College PE T-Shirt (available to order from school office)
- Sports socks
- Trainers

The Parent Council manage a Blazer Swap Shop and can be contacted marrpcblazers@yahoo.com

Parental complaints procedure

As a school, we pride ourselves in offering a first class service to all stakeholders — pupils, parents and the community. We encourage our pupils to show respect for each other, our neighbours and the local community. For example, our pupils are involved in weekly 'Community Clean-Ups' which involves litter picking within and around the school grounds in partnership with some of the local volunteers.

Our staff are recognised for their willingness to go the extra mile — many will be found at intervals, lunchtimes and after the school day offering additional help to their pupils in their own time. However, we do understand that sometimes things can go wrong. We value feedback and use the information from concerns and complaints to help us improve our services. If you have a concern, we would welcome hearing from you at an early stage, before it develops into a more serious concern or complaint. We will attempt to deal with all issues at the lowest level possible and often a quick call to the Guidance Teacher or even the Head of House will be enough to resolve the issue.

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

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

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

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

Free School Meals and Clothing Grant

The Dining Hall operates an excellent cafeteria service which utilises a cashless catering system. Students are supplied with a pin number and parents can top-up accounts using the ParentPay system. Students with special dietary requirements can be accommodated if prior notice is given to the school.

The current criteria for entitlement is detailed below, however this is reviewed annually and updated information is available on the Council website - Free school meals and clothing grant 23/24 - South Ayrshire Council (south-ayrshire.gov.uk)

Children of parents receiving

- Child Tax Credit where household income is £18,725 or less
- Child Tax Credit and Working Tax Credit where the household income is £8,717 or less
- Universal Credit where earned income is £726 or less per month
- Income- based Jobseekers Allowance
- Income Support
- Any Income related element of Employment and Support Allowance
- Support under part VI of the Immigration and Asylum Act 1999

Educational maintenance allowance (EMA)

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

Information and on-line application form can be accessed from the following link - Education maintenance allowance - South Ayrshire Council (south-ayrshire.gov.uk)

Transport guide to parents

South Ayrshire Council has a policy of providing free transport to all secondary pupils whose main address is more than three miles and primary pupils whose main address is more than two miles from their catchment school by the recognised shortest suitable walking route. Parents who consider they are eligible for free school transport should complete application form via the Council Website : Free school transport - South Ayrshire Council (south-ayrshire.gov.uk)
Applications should be completed before the end of February for those pupils beginning school in August to enable the appropriate arrangements to be made.

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

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

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

Where free transport is provided it may be necessary for pupils to walk a certain distance to the vehicle pick up point. Walking distance in total including the distance from home to the pick-up point and from the drop-off point to the school in any one direction will not exceed the authority's limit (see above paragraph). It is the parent's responsibility to ensure that their child arrives at the pick-up point on time. It is also the parent's responsibility to ensure their child behaves in a safe and acceptable manner while boarding, travelling in and alighting from the vehicles. Misbehaviour could result in your child losing the right to free transport.
The education authority does not provide transport for those pupils in receipt of a placing request.

Seatbelt statement

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

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

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

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

Privileged seats

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

Insurance

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

Valuable items

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

Use of Mobile Phones

At Marr College, we recognise that for a variety of reasons, parents/carers issue their children with mobile phones. Over recent years there has been a huge culture shift regarding mobile phones, especially smart phones. They are used by the general public as a useful tool for much more than just making phone calls.

Our school policy states that it is acceptable for students to carry phones in school. We operate 'traffic light' zones, clearly showing when and where phones can or cannot be used in school. Phones must be switched off during lessons and placed in school bags. Pupils can use their mobile phones during break and lunch. Mobile phones are not allowed to be used in the classroom unless at the direct request of staff as a tool to aid learning.

In school, we occasionally come across misuse of mobile phones e.g. inappropriate use in class**,** improper use in assessments, students being photographed or videoed against their wishes or using text messaging or social media as a bullying mechanism. In such instances, mobile phones **may** be confiscated and **parents/carers may be asked to attend a meeting in school to discuss the best way forward in supporting their child with mobile phones in school.** Where there is a serious incident involving a mobile phone, the Campus Officer may need to be informed.

The SQA has very stringent rules with regards mobile phones, or any other device that is web-enabled or can store information. These items are not permitted in the Examination Room. Consequences of breaching this rule may result in the individual student receiving no award in the exam being attempted on that particular day. For more information please visit https://www.sqa.org.uk/sqa/69124.html

Contact with parents/carers

- If a pupil is ill they MUST speak to their class teacher or if out of class, speak to their Guidance Teacher or Head of House. The only way any arrangement with home can take place is through the school.
- Pupils cannot phone home from their mobile and arrange to go home.
- Neither should parents contact pupils directly to arrange to pick them up.

Pupils are not required to have a mobile phone in school and we support parents who make the decision that this is not necessary by ensuring that pupils are able to use school landlines to contact parents in an emergency. Parents can, of course, contact school via the landline.

Any pupil who brings a mobile phone into school does so at their own risk and school will not be held responsible for any loss or damage.

Use of Social Media

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

In South Ayrshire we want to support collaboration amongst teachers and pupils and therefore we promote and support the use of the common platform, GLOW.

If pupils are using online communities where they self-register the school will encourage them to read and follow the terms and conditions of the site and ensure they are aware of how to stay safe online.

When using any form of social media to communicate with pupils (including Glow) staff will ensure that they:

- only share information that they would be willing to share in school or a school-related setting;
- maintain a formal, courteous and professional tone when communicating with pupils;
- maintain professional boundaries ;
- do not exchange personal information such as phone numbers and personal e-mail addresses;
- do not discuss their private and personal relationships with pupils;
- take care to avoid becoming personally involved in pupils' personal affairs;
- decline pupil-initiated 'friend' requests;
- manage their privacy settings and keep them under review;
- report any inappropriate use of social media by a pupil or concerning a pupil to their Head Teacher or line manager.

The school has a clear and documented process in place for the reporting and recording or inappropriate use of social media. There is also a section in our anti-bullying guidelines regarding appropriate use of social media.

Health & Medical Information

The school should be informed of any special condition affecting a student if it is likely to cause concern during the normal school day.

Illness In School
Parents/carers are asked to supply information as to how they can be contacted in an emergency.

In the event of illness or injury involving a student, the student must report to the General Office in the first instance. If necessary the student will be examined by a First Aid Officer. On their recommendation parents/carers will be contacted at the earliest opportunity and asked to collect their child from school.

In an emergency situation only, the school may arrange to transport a sick child if it is certain that a responsible adult is at home.

Health Promotion and Nutrition

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

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

The focus is on getting the balance right and helping pupils make informed choices. A wide range of appealing healthy food and drinks are promoted through marketing, education and active encouragement.

We educate and encourage children and young people to opt for healthier choices, not only in school but also outside school.

Further guidance can be found at:
www.scotland.gov.uk/Resource/Doc/222395/0059811.pdf

Data Protection Act

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

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

Who we share your information with
Your child's personal information will only be shared where it is appropriate to do so in order to ensure full access to services such as national assessments, health promotion, transport, school meals, careers and online services.
In addition the Council has a duty to protect public funds and to this end, we may check the information you have given with other information we hold, share your information with other Council Services and share your information with other local authorities, for the purpose of protecting public funds and to prevent or detect fraud or crime.

What are my rights?
You have various rights in relation to the personal data that the Council holds about you. This includes the right to ask us to provide you with access to your personal information and to rectify any inaccuracies contained within the personal information.

For more information about these rights please see the full privacy notice.

If you have a complaint
If you are unhappy with the way the Council has dealt with your personal data, you can complain to the Council's Data Protection Officer:
Data Protection Officer, Information Governance Team, Legal & Democratic Services, County Buildings, Wellington Square, Ayr KA7 1DR
Email: DataProtection@south-ayrshire.gov.uk | Telephone: 01292 612223
If you remain dissatisfied, you have the right to complain to the Information Commissioner :
Information Commissioner's Office, 45 Melville Street, Edinburgh, EH3 7HL
Email: scotland@ico.org.uk. | Telephone: 0131 244 9001 | (https://ico.org.uk/for-the-public/)

If you have no Internet Access
Please contact us at the above postal address or telephone number if you wish a copy of any of the above information and you do not have access to the internet. We will provide you with a hard copy of the information.

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

Education Statistics Privacy Notice

Transferring Educational Data About Pupils
The Scottish Government and its partners collect and use information about pupils in schools (e.g. the number and characteristics of pupils, their attendance, absence and exclusions, their attainment and their destination when leaving school) to help to improve education across Scotland. This note explains why we need this information, how we use it and what we do to protect the information supplied to us.

Why do we need your data?
In order to make the best decisions about how to improve our education service, Scottish Government, education authorities and other partners such as the SQA and Skills Development Scotland need accurate, up-to-date data about our pupils. We are keen to help all our pupils do well in all aspects of school life and achieve better examination results. Accurate and up-to-date data allows us to:

- plan and deliver better policies for the benefit of all pupils

- plan and deliver better policies for the benefit of specific groups of pupils
- better understand some of the factors which influence pupil attainment and achievement
- share good practice
- target resources better
- enhance the quality of research to improve the lives of young people in Scotland

The full Education Statistics Privacy Notice can be found at the undernote link or by requesting a copy from the school office.
https://www.gov.scot/topics/statistics/scotxed/schooleducation/ESPrivacyNotices

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

The Freedom of Information (Scotland) Act 2002

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

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

The legal right to access includes all types of 'records' information of any data held by the Scottish public authorities. From 1st January 2005, any person who makes a request for information must be provided with it, subject to certain conditions.

Helpful Addresses and Websites

Education Services, County Buildings, Wellington Square, AYR, KA7 1DR

www.south-ayrshire.gov.uk www.education.gov.scot/parentzone/

www.hmie.gov.uk www.sqa.org.uk www.scqf.org.uk

Local Councillors

Kenneth Bell	kenneth.bell@south-ayrshire.gov.uk Tel : 01292 319250
Craig McKay	craig.mackay@south-ayrshire.gov.uk Tel: 07583 036870
Bob Pollock	bob.pollock@south-ayrshire.gov.uk Tel : 07583 035 894
Philip Saxton	philip.saxton@south-ayrshire.gov.uk Tel: 07779 723868

Skills Development Scotland
Gemma Fraser
c/o Marr College

SDS Office
37 Carrick Street Ayr
01292 281421

Although this information is correct at time of printing, there could be changes affecting any of the matters dealt with in the document:-
a) before the commencement or during the course of the school year in question:
b) in relation to subsequent school years.