LASSWADE PRIMARY SCHOOL

SCHOOL HANDBOOK

2012-2013

Living it, learning it, loving it…. Lasswade
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Dear Parent/Guardian

I am delighted to welcome you and your child to Lasswade Primary School. I hope your association with the school, as a parent of our children, will be a happy and satisfying one, enabling us to work together to educate your child for life.

The main purpose of this booklet is to provide the information that parents of prospective or new pupils might wish to have about the school. I hope that you will find it helpful. If you have any questions which are not answered by the following information or if there are any additions or amendments you would like to see included in this booklet, please let me know.

Of course it is only by visiting that you will get a true impression of our school and its facilities. Please feel free to arrange a visit. I’ll be pleased to show you around and answer your questions.

At Lasswade we consider mutual understanding and partnership between parent and school to be very important in helping to make a child’s stay here both profitable and happy. We welcome parents’ involvement and support in their child’s education.

Our team of teaching and non-teaching staff is committed to providing the best possible educational experience for every child in our school. We look forward to working with you and your child.

You can be assured that we will do everything possible to make your child’s time here a worthwhile and rewarding experience.

Julie Fox

Head Teacher
December 2012
BASIC INFORMATION ABOUT THE SCHOOL

Address: Lasswade Primary School
         7A Pendreich Drive
         BONNYRIGG
         EH19 2DU

Telephone No.: 0131-271 4615

Fax No.: 0131-454 9031

Website: Lasswade.mgfl.net

Email: Lasswade_ps@midlothian.gov.uk

Twitter: @lasswadeps

Head Teacher: Mrs Julie Fox

Depute Head: Mrs Jill Doyle

Lasswade School, originally situated at School Green, Lasswade, was the school for the Lasswade and district area for the last century. The new Primary School was built at Viewbank and opened in 1977. The open-plan school is set in its own grounds, with a playing field. The main building consists of three large wings, with two smaller wings. A Nursery was established in August 2001. A large hall serves the dual purpose of Dining/Gymnasium. The School is a co-educational establishment and is non-denominational in religious matters. All primary stages are catered for, from P1 to P7 and the nursery caters for children from age 3.

There are generally two classes at each stage and, according to national agreements; the maximum class size is 25 for P1, 30 for P2 and P3, and 33 for P4-7. If pupil numbers at any stage are above 33, but very much less than would warrant the formation of two classes, a composite class is formed i.e. a class made up of pupils from two stages e.g. P1 and P2. When this is necessary the criterion used is age. The nursery has capacity for 60 pupils - 30 a.m. / 30 p.m.

We work closely with Lasswade High School and the feeder primaries to promote social and educational inclusion and to provide a supportive and healthy environment for pupils and staff. Within the community we also work in partnership with the Active Schools Team, Library Services and Midlothian Outdoor Learning Team.
ENROLMENT

Enrolment for Primary 1 takes place in November. In November each year, the Authority send letters to parents of children living in the catchment area, due to commence school the following August.

Parents who have been offered or seek a place for their child at Lasswade Primary School are most welcome to visit the school, preferably by ringing the school to make an appointment. Parents who live outwith the school’s catchment area and who wish their children to attend Lasswade Primary can obtain an application form from their Catchment School or Midlothian Council, Pupil Placement.

In May we have a series of visits for all children starting P1 in August of the following session. We also have an information meeting for parents in June and then a follow up Curriculum evening in early September.

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Pupils should not come to school too early. Five minutes is long enough to wait in the playground especially on cold, wet winter mornings. Wet lunchtimes create a problem of supervision and pupils who have lunch at home should return just before the afternoon starting time.
THE SCHOOL’S VALUES

- High quality education
- Happiness and security
- Equal opportunity

Living it, learning it, loving it.......... Lasswade

Our vision - A welcoming, secure and mutually respectful environment in which everyone is encouraged to achieve their full learning potential.

Lasswade Primary is committed to providing learning opportunities which will enable children to become:

- Successful learners - we will learn together and do our best. We will actively learn new things and develop skills for life.
- Confident individuals - we will be happy and healthy. We will respect ourselves, look forward to the future and feel safe.
- Responsible citizens - we will respect and value others. We will listen, make decisions and have a caring school community.
- Effective contributors - we will be enterprising, creative, solve problems and work together. We will be able to express our opinions and be fulfilled.

To achieve our vision our school aims to provide an environment where we are all: Nurtured, fulfilled, educated, valued, responsible, innovative, creative and enterprising.
DISCIPLINE AND SCHOOL RULES

OUR GOLDEN RULES

Respect for Self
Respect for Others
Respect for Property

A high level of discipline has always been expected and achieved in school. Success is largely attributed to close co-operation between home and school. We aim to continue and reinforce the good behaviour expected at home. Staff have worked to produce a Positive Behaviour Policy in consultation with parents and pupils. Good behaviour is praised and this positive reinforcement is coupled with moral training.

Sanctions, where necessary, are chosen to suit the occasion and the child, and may include withdrawal of privileges. Pupils are asked to apologise, often in writing, for what has been done. Forgiveness is encouraged.

Self discipline is encouraged so that, even during a relatively free and unstructured activity, pupils know what is expected of them and what is acceptable and appropriate behaviour.

Parents are consulted if anti-social behaviour requires their intervention. Discipline is based on consideration for others, the safety of the individual and the smooth running of the school. Pupils are encouraged by their teachers to discuss and formulate rules.
For reasons of safety children are not allowed to play at the front of the school, ride bicycles or play with skateboards within the school grounds. Running within the school, loud voices and hurting others are strongly discouraged.

Children are not allowed to leave the school precincts during school hours, without permission. When a parent requires a child to leave school during the school day, e.g. for dental appointment, a written request should be submitted and all children must be collected by an adult.

Pupils are taught to take responsibility for the environment and as part of this teaching, are trained to place all litter in the bins provided. Parents can play an invaluable part here by reinforcing the litter rule at all times. Opportunities are taken during our weekly assembly to discuss social and moral issues and to highlight examples of praiseworthy behaviour.

Parents are asked to ensure that their child's behaviour in school is in accordance with these guidelines. It is vital and for the benefit of the child that parents co-operate with and support school staff. Conflict between home and school on discipline issues can adversely affect educational progress. Our Positive Behaviour Policy is available to all parents. Please contact the School Office to obtain a copy.

ANTIBULLYING

The school operates a strict anti-bullying policy in line with Midlothian Council Policy and Procedure. Any cases of bullying which are reported are dealt with promptly and parents are asked to become involved if the matter cannot be resolved immediately in school. Our school aims to create an ethos where bullying is eliminated with examples of pro-active strategies, e.g. buddying, peer support, annual Anti-bullying Week, social skills training, etc. If you have any concerns about any discipline matters, please do not hesitate to contact Mrs. Fox who is our Anti-bullying Co-ordinator. Our Anti-bullying Policy is sent out annually along with our Positive Discipline Policy.
COMMUNICATION WITH PARENTS

The Children (Scotland) Act 1995 amended the definition of 'parent' in the Education (Scotland) Act 1980 to 'Parent includes guardian and any person who is liable to maintain or has parental responsibilities in relation to, or has care of, a child or young person'.

Effective communication between schools and parents is vital. This can sometimes be difficult when parents separate or divorce. If parents are separated or a divorce was granted after November 1996 both parents will retain parental responsibilities, unless the court has specifically removed those responsibilities. In relation to placing requests, appeals against certain educational decisions and access to pupils' records both parents will normally have equal rights. Even if a divorce was granted prior to November 1996 the parent without custody may not have lost all rights to information and be involved in decision making. The above definition may also give others rights.

Schools will therefore request the names and addresses of both parents at the time of enrolment and at the annual update of data. The parent(s) with whom the pupil resides will automatically receive all communication from the school. If a parent lives away from the family home we will check if they wish to receive information about their child. If they do wish to be kept informed they will receive copies of reports and notification of Parents' Meetings. The parent with whom the pupil resides will be informed that this is happening.

The school is dependent on the parent with whom the pupil resides supplying the appropriate information, i.e. the address of the parent not living in the family home, details of Court proceedings prohibiting that parent's involvement in the child's education or any other relevant documentation.

Parents/Guardians should note that children can only be collected from school by the parent. If someone else is to collect the pupil the school should be informed in advance.

A parent sharing skills with a group of children
CONTACT WITH PARENTS

We make regular contact with parents throughout the year. We are always happy to have parents in school. This may be to help on a regular basis or accompany us on outings. If a concern arises at any time, staff will make time to see parents at the beginning or end of the school day. We are also happy to have e-mail contact at lasswade.ps@midlothian.gov.uk

The following are a summary of contacts:

- Regular Newsletters
- Our Twitter link @lasswadeps
- Our school website
- Regular texts with updates of information
- Homework Information
- Positive Discipline and Anti-Bullying Information
- P1 Parents Curriculum Meeting
- Curriculum Meeting to discuss the year ahead for all stages
- Parental Consultations
- P1 Personal Safety Meeting
- P6/7 Sex Ed and Keeping Myself Safe Meetings
- Shared starts/finishes
- Join the learning sessions
- Showcase events

HOMEWORK

Homework can be a very valuable addition to the work your child does in school. Pupils may be asked to practise something which has been taught in school. Pupils are allocated a piece of reading to be done at home. This may be in the form of practice in reading aloud for younger pupils, or reading for understanding or for information for older pupils. Some spelling words may need to be learned and the teacher will have discussed with pupils methods of learning those words. Work on Reinforcement of Maths Concepts may also be set. Your help, support and encouragement, your sharing of time with your child are all part of the value of homework. If, however, the homework set causes over-anxiety in your child, please contact the school to discuss the matter. Our Homework Policy was reviewed in consultation with parents. We send a homework information sheet home annually.
CURRICULUM FOR EXCELLENCE

We aim to encourage and support all our children achieve their potential in the widest sense. As well as recognising and celebrating achievement in curricular areas, we celebrate and share achievements on a personal and social level both within and outwith School.

‘Learning is at the heart of an excellent school. Learning is its core business’

(How Good is Our School 3)

At Lasswade Primary School a wide range of learning experiences is offered to all children. In their studies they acquire skills, concepts and attitudes as well as knowledge. The relevance of what the children are taught is reinforced by linking together different areas of the curriculum and by involving the children in real situations where possible. Whole class, group and individual methods form the basis of the teaching in order that the curriculum can be tailored as far as possible to fit the needs of each child. Curriculum for Excellence allows us to take a more flexible approach to learning and teaching and meet the four capacities of A Curriculum for Excellence - confident individuals, successful learners, effective contributors and responsible citizens.

Learning in the school is based on a range of strategies, including investigating, problem solving and discussion, in addition to direct teaching methods, and often involves activities using a wide variety of materials.

The curriculum is organised into 8 areas:

- Health and Well Being
- Literacy and English
- Numeracy and mathematics
- Sciences
- Social studies
- Expressive Arts
- Technologies
- Religious and Moral Education
NURSERY

Our nursery class curriculum is also based on a Curriculum for Excellence. Children in the nursery class are working on the early level experiences and outcomes of the curriculum. The curriculum provided in the nursery gives the foundation on which subsequent teachers build. There is close liaison between Nursery and Early Years Staff.

LITERACY and ENGLISH

The development of each child’s language is pursued through an integrated programme of language work involving listening, talking, writing and reading. Each child comes to school with a wide range of experiences and it is on these that the early stages of language are built.

Much emphasis will be placed on listening and discussion in the development of effective communication. We aim to help the child to progress from learning to read to reading to learn and this is achieved through a graded reading programme which includes appropriate fiction and non-fiction material. It is also important to create in the child a love of books: and parents can be an invaluable help in this respect.

Alongside this the child will develop the necessary skills of spelling, punctuation, language structure and handwriting, each at a level appropriate to the child’s needs. Writing will form an important part of this development where the child can reflect and learn more about him/herself. They can imagine, learn about others and express their thoughts in writing.
NUMERACY and MATHEMATICS

The aspects of mathematics studied in primary schools - information handling, number, money, measurement, shape, position and movement - play an important role in our everyday lives. The children's learning, therefore, often takes place in the context of real situations where mathematics is presented as a problem solving activity. Children use their knowledge and skills to reach a solution.

Learning comes from practical activities initially and by this method the children acquire a sound understanding of the concepts. This is especially true in the early stages where sand and water-play, baking, building and artwork lay the foundations for the basic ideas. Practice in fundamental processes at all stages leads to competence in dealing with problems. Emphasis is placed on developing and reinforcing mental arithmetic strategies.

Mathematics and numeracy has strong links with other areas of the curriculum such as science, technology and geography and these links are developed where possible. In addition to its practical uses, however, mathematics and numeracy can be an enjoyable activity in their own right and opportunities are taken to investigate patterns, games, puzzles and other aesthetic aspects.

SOCIAL SUBJECTS, SCIENCE AND TECHNOLOGIES

From Nursery to P7, all children spend time learning about their environment and their place in it. They learn about themselves, their home, their local area, and environments which are natural, man-made, social and cultural.

History, geography, science and technology are the key elements and, as the children develop over the years, they learn more about aspects of their environment which are further from their immediate experience. Opportunities are used, wherever possible, for fieldwork in the local environment and for handling materials from the local environment. Pupils gain first-hand experience, where possible, through educational outings to various sites.

We are aware of the increasing costs of such visits and we try to keep the charges to parents to a minimum. Our policy is to charge the full cost of entry (e.g. to an exhibition, museum or the zoo) and to subsidise the cost of transport from school funds. Parents who feel they are unable to afford to pay for a particular visit should contact the school for assistance.

Guest speakers, including parents and friends of pupils, are invited to talk about their experiences. We are always grateful to parents who allow their children to bring articles from home in connection with a topic. That old gas mask in the attic could add an invaluable dimension to a study of the war years.
During the study of a topic, various skills, e.g. planning, collecting evidence, recording and presenting, applying skills and presenting solutions, interpreting and evaluating are developed. Developing informed attitudes, curiosity and responsibility for the environment are also encouraged, as is working both independently and co-operatively with others.

From Nursery to P7 children are taught skills to enable them to make effective use of Information and communication technology. The school is continually upgrading its I.C.T. resources, which include P.C.s, scanners, digital camera’s, digital I-pads, net books, Smart Boards, and a range of appropriate software. Each wing has an I.C.T. Suite, we have a class I.C.T Suite in our small hall which enables group teaching of skills. The effective use of technology permeates all aspects of the curriculum.

**EXTRA CURRICULAR ACTIVITIES**

At present we offer Country Dancing, Athletics, Football, Hockey and Basketball after school. Each year, Primary 6 and 7 are offered the opportunity to go on a residential visit. This may involve outdoor education and cultural activities and gives children the opportunity to experience new challenges and develop relationships.
HEALTH AND WELLBEING

Lasswade Primary is a health-promoting school. Learning in health and well being ensures that children develop the knowledge and understanding, skills, capabilities and attributes which they need for mental, emotional, social and physical well being now and in the future.

Health education is very important in helping children develop into adults who can take responsibility for their own lives and have the skills and knowledge to make informed choices.

In learning about health and well being your child will

- Develop self awareness, self worth and respect for others
- Celebrate personal achievements and grow in confidence
- Learn about relationships and explore feelings and emotions
- Learn about healthy eating and physical activities and how these affect wellbeing
- Discuss issues of safety at home, in school and in the community, including personal safety
- Explore and challenge values relating to gender, race and disability.

During your child's time at Lasswade, from nursery to P7, they will have opportunities to take part in a wide range of activities which promote a healthy lifestyle.

We encourage the active support of parents in learning about health and well being. Parents will have opportunities to become involved in sessions on Personal Safety, Sex Education and Drugs information. We work in partnership with different agencies to provide the best expertise e.g. Community Police, School Nursing service, Fire Brigade etc

A physical education programme is also followed through from nursery to P7 and children take part in a number of physical activities in a school week. Each child has approx two hours of physical education a week.

Partnerships with parents and the community enhance the experiences offered to pupils. We are a Health Promoting School and this session we were awarded our third ECO Green flag for our ECO work.
A fundamental aspect of health education is the education of the whole child. It is essentially concerned with the development of life skills. All aspects of a child's experience at home, in school and out with school contribute to personal and social development. Through our programme of personal and social education we aim to help our pupils to have a positive regard for self, and for others and their needs; develop life skills to enable them to participate effectively and safely in society; identify, review and evaluate the values they and society hold and recognise that these affect thoughts and actions; take increasing responsibility for their own lives.

**Enterprise Education**  All children in school will develop enterprising attitudes to learning throughout their time at Lasswade. A programme of enterprise activities exists for all children from Nursery to P7.

**Education for Citizenship**  As our pupils are growing up in a multicultural society, we try to give them some awareness and appreciation of the culture and traditions of the world we live in. We aim to foster good relations between people of different racial groups and to discourage adverse attitudes and activities. We actively seek links in our local community to work alongside and as an extension of this we branch out into the wider global community.

**EXPRESSIVE ARTS**

Children participate in and learn about The Expressive Arts - Art, Music, Dance and Drama. All pupils follow a programme which fosters appreciation, enjoyment, self-expression and creativity in music, drama and art and design. In this area of the curriculum the quality of the pupil's involvement is of more educational value than the end product. Recognising the
importance of developing individual creative talents, the school staff is augmented by visiting specialist teachers in art, physical education and music, including instructors of violin, violoncello, woodwind and brass instruments for those who show special aptitude.

RELGIOUS AND MORAL EDUCATION

This important aspect of education brings to pupils an understanding of acceptable standards of behaviour and helps to develop a respect for others and sensitivity to their feelings, interests and needs. It is not taught in isolation, but is integrated into the whole school curriculum.

The intention is not to commend a particular religious view but to give pupils some understanding of those religious beliefs which give meaning and purpose to the lives of individuals and groups within society. We are fortunate in having a great deal of support from our School Chaplain who meets with class groups and attends assembly on a monthly basis. Assemblies and services, in which the children play a significant part, are held regularly. They are an occasion when all pupils and staff come together, to enjoy a sense of community, to worship, to explore further religious, social and moral matters and to discuss school business. Mainly they are taken by the Head Teacher, Depute Head Teacher or School Chaplain, but on occasions there are visiting speakers. Only some of the assemblies focus on religious themes.

While it is hoped that every pupil can benefit from our programme of Religious and Moral Education other arrangements can be made for children, whose parents, because of their own beliefs, wish them to be withdrawn from assembly. Parents of these children should discuss this with the Head Teacher.

ASSESSMENT AND REPORTING ON PUPIL PROGRESS

Pupils' progress is monitored by continuous assessment of performance in class. This can be formative assessment where teachers use questioning, discussion and feedback that helps the child move forward with their learning. Assessment can also be summative which also informs planning of appropriate programmes of work for individuals and groups.

Class teachers monitor learning on a daily basis in order to plan next steps in learning. At times, more formal assessments enable us to measure and reflect on progress over a period of time. This includes

- Baseline PIPS assessment on entry to P1
- Standardised tests in spelling, reading and maths in P2-P7
- Diagnostic tests as appropriate

Records of each pupil's progress in the basic subjects in each school year are kept. A written report on each pupil's progress is made towards the end of each school year, and a copy of this report is sent to parents in June. Pupils in P7 prepare a Transition Profile
which is a record of their most recent and best achievements. This session this will be passed electronically to the High School along with the pupil report. In the same way the primary school receives from nursery school/class a profile which gives us an understanding of the child’s early development.

CONSULTATION WITH PARENTS

In addition to annual written reports, parents’ evenings are held twice annually. If we have concerns we will contact parents at an early stage so that we may work together to resolve issues. Likewise if there is ever any concern about progress, please ring the school to arrange a time when the class teacher will be available to talk with you. The Head Teacher and Depute Head Teacher may also be contacted to discuss issues relating to individual pupils or to wider school issues. It is best to telephone to arrange a convenient time.

Under the Children (Scotland) Act 1995 the views of children should be taken into account when major decisions are being made which will affect their lives. Generally children over 12 are presumed in law to have a view but younger children may also be mature enough to have a view and should be given the opportunity to express it. While schools may not be bound by this they do consult with their pupils. At Lasswade this includes formal consultation through our Pupil Forum, Eco-Committee, questionnaires, suggestion boxes, review and planning meetings, as well as arrangements we may make to consult with individual pupils at appropriate times. We also have P3-7 children at our Parental Consultation in March and we find this to be very successful.

Children with additional support needs (in line with the ASL Act 2009) will be consulted in a number of ways -

- Through Code of Practice involvement of children with additional support needs in decision-making processes and support their needs to enable their involvement.
- The view of the child will be recorded in the Co-ordinated Support Plan.
- Code of Practice to state child should play key part and should have supporter available.
- Expect children to attend or have opportunity to put their views to Tribunals.

SCHOOL IMPROVEMENT

Please refer to the school website (http://lasswade.mgfl.net). Here you will find information about:

- our main achievements over the last 12 months (Standards and Quality Report)
- how we have improved standards in relation to literacy, numeracy and health and wellbeing (Standards and Quality Report)
- our plans for improvement of the school’s performance including how we will involve parents in that improvement (School Improvement Plan)

Education Scotland (www.educationscotland.gov.uk/scottishschoolsonline) has information on schools, including inspection reports.
PUPIL VOICE

We have a number of different school focus groups, ensuring active pupil involvement in the running of the school. All groups have a cross section of pupils from P3-P7. The children will have the opportunity to be involved in two groups over the school year. Representatives feedback to their own class and link with the younger classes.

This session we have -

Rights Respecting School Group, This group is developing our work to become a Rights Respecting School. They are sharing this work through drama and active promotion of the rights of the child across all areas of the curriculum.

We have two P7 Junior Road Safety Officers who promote road safety issues throughout the school.

ECO group. This group is working on the development of key aspects of our ECO developments eg this session the focus will be on Energy and Water. We have a rota for Litter Kidz from every class over the session and we actively re-use, reduce and recycle in all aspects of school life. Nursery P1 and P2 pupils are involved within their classes through various initiatives e.g. Nursery ECO bears.

We are an Eco School and we have achieved our third Green Flag. Eco schools is an international initiative aimed at raising environmental awareness in schools and putting over the message - Think Globally - Act Locally. The programme requires the school to look at ten key areas, which have an environmental impact; Litter, Waste Minimisation, Energy, Water, Transport, Health and Well Being, Sustainability, Biodiversity, Food and the School Grounds.

Health Group. The health group are looking carefully at the ‘Getting it Right for Every Child’ agenda - and are ensuring the children know what it means to be Safe, Healthy, Achieving, Nurtured, Active, Responsible, Respected and Included. (SHANARRI)

Publicity group. The Publicity group gather information from all the other groups and share this with our wider school community. They are trying to work on our school web site and send information to our local newspapers.
CHILD PROTECTION GUIDELINES

"The Council has a range of duties and responsibilities in relation to the child protection procedures for all pupils which includes having regard for their right to be protected from harm and abuse. The school’s duties and responsibilities for this are set out in the Edinburgh and Lothians Child Protection Committee’s "Child Protection Guidelines" which are used by all Midlothian schools and our partner agencies.

In circumstances where a school has a significant concern that a child or young person has, or is at risk of being harmed or abused, the school is required to pass information to the Police, Social Work Department and Health colleagues who have a legal duty to investigate further. While we always endeavour to work in an open manner with parents and guardians, there are some circumstances when it may not be appropriate to inform the parent or guardian that a Child Protection referral has been made or that information has been passed on to these agencies. Under these circumstances, the decision as to when and how parents and guardians will be informed is the responsibility of the Police, Social Work and Health Services as part of their investigation and the school will be informed by these services of the action that they have taken.

Should you wish to discuss this or any associated matter further, please contact the Head Teacher, the school's designated Child Protection Co-ordinator or the Information Officer, Co-ordinated Services for Children and Young People."

PUPILS WITH ADDITIONAL SUPPORT NEEDS

The Authority operates a policy Education for All which promotes the inclusion of pupils with additional support needs, including pupils with significant special needs. A parental guide is available from school. Additional resources are given to the school to enable it to support the needs of pupils with additional support needs. Special classes may be attached to some schools. These make particular provision for pupils with significant learning difficulties or emotional and behavioural difficulties. These also offer opportunities for integration. Integrated placements or placements into special classes are made following assessment by the Psychological Services and relevant assessment groups in consultation with parents. We try to identify any support needs as early as possible and implement support strategies, often involving the Learning Support Teacher. Learning support involvement can also take the form of support in class or extraction for small group work. For some pupils Individual Education Plans are drawn up through liaison with Learning support staff, teaching staff, parents and external agencies where appropriate. The school also recognises the need to support children who show particular aptitudes.

Additional Support needs are identified through a system called MAPSS - Midlothian's Assessment and Planning Staged System. Appropriate support is then put in place. The additional support needs of these identified children and young people are recorded on Seemis, the authority's secure management of information system. If external agencies are involved a multi-agency meeting would be held. If parents have any concerns about their child/children they should contact school in the first instance. If further advice is sought a
request can be made in writing to the ASN officer (asnofficer@midlothian.gov.uk), Education Division, Fairfield House, 8 Lothian Road, Dalkeith EH22 3ZG.

These organisations specified by Scottish Ministers provide advice, further information and support to parents of children and young people with ASN. These organisations are identified under The Additional Support for Learning (Sources of Information) (Scotland) Amendment Order 2011 as:

(a) Children in Scotland: Working for Children and Their Families, trading as “Enquire - the Scottish advice and information service for additional support for learning”, a charitable body registered in Scotland under registration number SC003527;
(b) Scottish Independent Advocacy Alliance, a charitable body registered in Scotland under registration number SC033576; and
(c) Scottish Child Law Centre, a charitable body registered in Scotland under registration number SCO12741.”
HEALTH AND SAFETY

The Education and Children's Services Division has prepared policy statements on Health and Safety for all areas of its responsibility in accordance with the Health and Safety at Work Act 1974. Schools staff are fully instructed in their responsibilities in this respect, and safety regulations apply to all aspects of school life, both on and off the premises. It is expected that pupils will behave responsibly and comply with all safety requirements. The support of parents in promoting good practice in health and safety matters is of great importance to the school.

Employment of Children

"Children under the statutory school leaving age can only be employed within the terms of the Council's bye-laws on the part-time Employment of Children. These bye-laws do not permit the employment of children under 14 years of age, except in specific categories; for those over that age there are limits on the hours and type of employment which are allowed. Parents and employers must both complete an application form for an employment permit before the employment begins. Further details can be obtained from the Education and Children's Services Division, Fairfield House, 8 Lothian Road, Dalkeith EH22 3ZG."

THE SCHOOL HEALTH SERVICE

Throughout your child's years at primary and secondary school, a team of specialist Health Service and Education Staff will be seeing him or her from time to time to make sure that he or she benefits as much as possible from all that school has to offer, and to help prepare him or her for life after leaving school. The School Health Service is part of the Community Child Health Service and has direct links with those who carry out health checks on children before they start school. Many different services are provided. The staff involved makes every effort to work closely with parents and with others who are caring for your child, both at school and in other branches of the Health Service. Some of the services, e.g. testing for vision, hearing or speech, are provided to all children on a routine basis to discover which children may need further tests or treatment. Parents are not notified of these screening tests and any parent who does not want a child to be included should notify the school at the beginning of the session. Naturally, if treatment is thought to be required, the child's parents will be informed and consent requested.

Some of the staff concerned and the parts they play are as follows:-

**School Nurse** - the lead health professional in mainstream schools in Midlothian. School nurses are involved with health promotion and education, prevention of ill health, immunisation, health surveillance and screening. The school nurse may be helped by a **health assistant** and have close working links with **community paediatricians**. The school nurse reviews the notes of all children in Primary 1 as well as those of all new entrants. A member of the school health team measures their growth and tests vision. The school nurse will assess these measurements and results. In addition she may review children who are referred either by parents, teachers or other health professionals at any stage in their school life.
If you have concerns about your child’s hearing the school can refer him or her to the appropriate specialist directly.

**Speech and Language Therapist** - can provide assessment and, if necessary, support if you, a teacher, your GP or the school doctor feels that your child may need help with communication.

Any enquiries concerning the provision of **dental services** should be made to the Director of the Community Dental Service, 16 Duncan Street, Edinburgh EH9 1SR (Telephone: 0131 667 7114)

We hope that the School Health Service can, together with yourselves, contribute to your child’s overall well-being and development. Please do not hesitate to arrange through the Head Teacher to see the School Doctor, School Nurse or the Health Visitor if you want any information.

A visiting parent talking about her job as an OT.

**WHAT HAPPENS IF YOUR CHILD IS UNWELL AT SCHOOL?**

When a child becomes ill or has an accident in school a decision will be taken on whether the child may stay at school or whether we should contact his/her parents (or possibly the child’s emergency contact or family doctor if the parents cannot be contacted). Parents, or a responsible person, will be encouraged where possible to collect the child from school.

A pupil involved in an accident may require to be taken by car or ambulance to the hospital casualty department, usually the Royal Hospital for Sick Children in Edinburgh. Again parents will be contacted either to come to school or go directly to hospital. An adult will always remain with the pupil until the parent arrives.

Please do not send pupils to school if they are feeling unwell.

It is most important that parents inform the school of any special medical conditions or requirements for the child. It is the responsibility of every parent to provide the school with an **up-to-date** name, address and telephone number of an emergency contact. If ever there is a change e.g. of a parent’s place of work or of the person you wish us to contact in an emergency, please **immediately** inform the school.
**Arrangements for dealing with a pupil requiring essential or emergency medication**

Should your child have a medical condition that may require essential treatment or emergency administration of medication, the following arrangements exist:

1. School staff are under no obligation to administer medication to any child. However, they may, after briefing by the School Doctor, volunteer to administer medication in an emergency. If no staff volunteer, an emergency procedure will be put in place.

2. Schools will hold medication, under secure conditions and clearly marked, for use by/for your child.

3. You are responsible for supplying this medication to a responsible member of staff. **YOU SHOULD NOT SEND IT WITH YOUR CHILD.** You are also responsible for maintaining up-to-date medication.

4. All medication should be accompanied by a letter from a doctor dealing with your child's condition, describing symptoms and treatment.

5. If your child requires to receive emergency treatment, e.g. Injections using an Epipen, the School Doctor or Community Paediatrician will brief staff at the school on its use. Training will be given in respect of other medication which staff volunteer to administer.

6. An individual healthcare plan (Form MED3) will be filled out by the Head Teacher. This plan contains details of your child's medical condition, medical treatment, emergency contacts and staff volunteers. It also contains a clause that indemnifies staff who agree to administer medication.

7. You will be asked to sign the form, which will also be signed by the Head Teacher. Copies will be sent to the Education Division and the Community Paediatrician. This will ensure that all parties are aware of the way your child's condition will be managed.

If you have any queries about the management of your child's medical condition within school, you should contact the Head Teacher.

**Administration of Medical Procedures**

All members of staff who have agreed to be trained in the administration of specific drugs to pupils suffering from epileptic seizures or a severe allergic reaction and who are required to apply specific drugs to those pupils, will be covered by Midlothian's Public Liability Policy.

**HEAD LICE**

Most families with nursery and school-aged children will suffer from head lice at some time, and many find they become victims of a running battle with head lice. **Clean hair is no protection against lice.**

There are two treatment options. One is to use insecticide lotion, and the other is removal by Bug Busting. Both are available on prescription from your doctor and from nurse prescribers or over the counter at your local pharmacy. **Head Lice Information for Parents leaflets are available in school.**
HEALTH AND SAFETY AT WORK ACT

The Education and Communities Division has prepared policy statements on Health and Safety for all areas of its responsibility in accordance with the Health and Safety at Work Act 1974. Schools staff are fully instructed in their responsibilities in this respect, and safety regulations apply to all aspects of school life, both on and off the premises. It is expected that pupils will behave responsibly and comply with all safety requirements. The support of parents in promoting good practice in health and safety matters is of importance to the school.

SCHOOL SECURITY

In order to keep our pupils and our premises secure we operate a school security system. The Security System is operated by a bell at the front entrance.

When admitted all parents, visitors and workmen must report to the School Office. Persons visiting school must sign the visitor’s book and receive a badge, which permits them access (parents) to classrooms, (workmen) cloakrooms, corridors, toilets, teaching areas. The visitor’s book enables us to have a record of everyone in the building at any time.

No parent or visitor is permitted to go through the school hall or into any of the teaching areas without permission.

PLAYGROUND SUPERVISION

When pupils are at school, the responsibility for their safety rests with the Authority, and the Head Teacher and staff undertake this responsibility on behalf of the Authority. This means that reasonable steps should be taken to prevent any pupils suffering injury and to ensure that accidents or difficulties can be reported to a responsible adult and appropriate action taken. We have Playground Supervisors on duty at morning break and at lunch-time.

PARENTS’ CARS

Since the great majority of our pupils live within walking distance of the school and to avoid the hazards caused by traffic congestion in the vicinity of the school walking to school is encouraged.

If it is necessary for your child to be brought by car then your child MUST use the back gate (in Pendreich View). This has been agreed after consultation with the Police Road Safety Department.
**ONLY IN EXTREME EMERGENCY** should parents bring cars to the front gate in Pendreich Drive where a busy narrow street, a bad corner and large delivery vehicles present hazards for pupils.

![Delivery Vehicle]

**CROSSING GUIDES**

Crossing guides are stationed at the junction of Pendreich Drive and Eskbank Road; corner of Pendreich Drive and Pendreich Terrace; and at Hillhead and children should cross at these points.

When a Crossing Guide is absent from duty, the Crossing Guide Supervisor will try to provide cover but this cannot be guaranteed. We shall try to inform parents and pupils on such occasions.

If there is a possibility that no one will be on duty, you may wish to collect your child from school.

**EARLY CLOSURES**

Parents are notified by letter of any planned early closures, for sports days, etc. Emergency closures are infrequent, but may occur due to extreme weather conditions. On these occasions parents will be sent a text informing them that the school will be closing early. Parents should ensure that their emergency contact numbers are kept up to date at all times.

**GENERAL INFORMATION FOR PARENTS**

**ATTENDANCE**

Parents are responsible for ensuring that their child attends school regularly. In cases of unsatisfactory attendance, the Head Teacher will ask an Education Welfare Officer to visit the home and discuss the problem with the parents. If such unsatisfactory attendance persists, the Head Teacher, following discussions with the Education Welfare Officer and other agencies, will decide whether the case should be referred to the local Area Attendance Advisory Group. This Group has been formed to make recommendations to the Director on the statutory responsibilities of the Authority with regard to defaulting
parents. It is important that pupils are punctual and parents must ensure that their child is at school by 8.50am each morning.

Details of all absences are now collected by computer for the Scottish Government. Each absence has a specific code which must be marked against it. Children coming in late will continue to have this marked on the register. If a child has a dental or doctor's appointment during the school day the school should be informed that this is the reason for absence. Holidays should be taken within the school holiday period but every session many requests are made for pupils to have holidays within term time. The new guidance states that family holidays taken within term time will be classed as **unauthorised absences**, and marked accordingly in the register.

Parents should telephone by 09:00 a.m. if a child is unable to attend school that day. If no phone call is received we will endeavour to make contact with parents/guardians.

Parental co-operation is sought in all aspects of behaviour and attendance.

**SCHOOL DRESS**

Wearing school colours - grey, purple and helio - is encouraged. The traditional purple blazer with the school badge and the grey and purple striped tie may be bought at Clan House.

Annually, Lasswade Primary School Parent Council purchases and takes orders for purple and grey sweatshirts/hoodies and white and purple T-shirts which have the school badge. Black fleeces and waterproof jackets can also be purchased. **Black sweatshirts/hoodies are available for P7 ONLY.** These less formal items of clothing are practical for modern education while still retaining a sense of uniformity.

**Gym Kit**
For purposes of hygiene and safety, gym shoes, shorts and t-shirt should be worn. T-Shirts can be purchased with annual order for uniforms through Lasswade Primary School Parent Council.
Acceptable Dress for School
Garments ordered for parents by Lasswade Primary School Parent Council.
Grey or black skirt or trousers.
Any plain grey or purple sweatshirt or sweater.
Any white, grey, lilac or purple polo shirt.
White or grey shirt with grey and purple striped tie.
Black school style shoes.
Gym shoes, shorts and T-shirt for Physical Education.

Unacceptable Dress for School
Football strip.
Beach or cycling shorts.
Designer knitwear displaying manufacturer’s logo.
Trainers displaying manufacturer’s logo.
T-shirts with slogans.
Leggings.
Denim.

Alternative Footwear  - This footwear should be brought for changing into in wet weather, and after playing on the grass. Parents should provide a draw-string bag so that indoor footwear can be hung up on the pupil’s coat peg.
It is essential that all items of clothing, including footwear, are marked with the child’s name.

ASSISTANCE WITH PROVISION OF CLOTHING AND FOOTWEAR

The Authority operates a scheme of clothing grants to assist parents in ensuring that a pupil is sufficiently and suitably clad to take full advantage of the education provided. Families in receipt of Income-based Job Seekers allowance, on Income Support or Child Tax Credit but not Working tax credit (subject to a maximum annual income) or support under Part VI or the Immigration and Asylum Act 1999, will automatically qualify for such a scheme. Other cases will be determined according to the personal circumstances of the family. Parents who wish to apply for the scheme should complete an application form which is available from this school or the Education and Children’s Services Division, Fairfield House, 8 Lothian Road, Dalkeith, EH22 3ZG.
TRANSPORT: POLICY OF THE AUTHORITY

“The Authority currently pays the travelling expenses of those pupils attending the district school who live more than two miles from that school.

Bus passes are issued where public transport exists and contract transport is arranged where there is no suitable public transport. Where there are vacant seats on contract buses, these may be made available to pupils who are attending the district school and who are not normally entitled to free transport; however a charge may be made for this service. Transport costs are also met in the case of any pupil whom the Authority requires to attend a school other than the district school, if the pupil meets the distance qualification. Where appropriate, free travel is provided for pupils receiving special education. Consideration may also be given to requests for assistance with travel in exceptional circumstances, e.g. where the road between home and school is deemed dangerous by the Authority, and where there is no public transport available. Parents who choose to send their children to a school other than the district school will not receive assistance in relation to travel to and from school."

SCHOOL MEALS AND MILK

“Under the Education Committee’s policy, children in attendance at schools under the management of the Authority are entitled to free school meals if their parents are in receipt of Income Support or Income-based Jobseekers Allowance and Child Tax Credit but not Working Tax Credit (subject to a maximum annual income), both maximum Child Tax Credit and maximum Working Tax Credit (subject to a maximum annual income) or support under Part VI or the Immigration and Asylum Act 1999. Children attending certain special schools where eating skills and the midday meal are part of the educational programme also receive free meals. No other children are eligible for free meals. Further information and an application form can be obtained from the school or from the Free Meals and Free Clothing Section, Education and Children’s Services Division, Fairfield House, 8 Lothian Road, Dalkeith EH22 3ZG."

Free milk is available to all children in nursery education and to children in primary and special schools whose parents are in receipt of Income Support. Any other child of primary school age at primary and special schools may be provided with milk at reduced cost.

Free fruit is available Tuesday, Wednesday and Thursday to all children in P1 and P2

EATING LUNCH AT SCHOOL

Our school operates a lunch system which offers a wide choice of food. The choices shown below are in accordance with the Nutritional Guidelines and Health Education Board for Scotland criteria, ensuring that school meals within Midlothian are healthy and wholesome.
School Meals cost £1.70 per day and are payable on a daily basis to Dining Staff. Children may either purchase a meal or bring a packed lunch from home. All children eat lunch in the Dining Room. Menus are sent home on a termly basis or are available from the Midlothian Website www.midlothian.gov.uk - in the section Library and Learning.

**LASSWADE PRIMARY SCHOOL PARENT COUNCIL**

The Scottish Schools (Parental Involvement) Act 2006 requires the Education Authority to support the establishment of a Parent Council for every primary, secondary and special school.

The Act aims to help all parents to be:

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

We currently have a Parent Council set up in our school which takes the place of the School Board and the Parent Teacher Association.

Parent Councils can have a number of functions including communication with parents, fund raising, taking part in appointments of senior staff and arranging the use of school premises outwith school hours.

**LASSWADE PRIMARY SCHOOL PARENT COUNCIL**

**OFFICE BEARERS**

<table>
<thead>
<tr>
<th>Role</th>
<th>Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chairperson</td>
<td>Mrs Gilly Marshall</td>
</tr>
<tr>
<td>Treasurer</td>
<td>Mrs Lisa Watt</td>
</tr>
<tr>
<td>Secretary</td>
<td>Mrs Jeanette Clark</td>
</tr>
<tr>
<td>Uniforms</td>
<td>Mrs A Morrison</td>
</tr>
</tbody>
</table>

**STAFF REPRESENTATIVES**

Mrs J Fox  
Mrs J Doyle 
Mr Rae    
Mrs Welsh
CHILDREN AT THE END OF THEIR PRIMARY 7 STAGE (AGES 11.5 YEARS TO 12.5 YEARS) NORMALLY TRANSFER TO LASSWADE HIGH SCHOOL CENTRE.

PARENTS OF PRIMARY 7 CHILDREN ARE INFORMED OF THE TRANSFER ARRANGEMENTS BY DECEMBER OF THEIR CHILD'S LAST YEAR IN PRIMARY SCHOOL AND THEY ARE INVITED TO PARENTS' MEETINGS AT THE SECONDARY SCHOOL.

VISITS TO THE SECONDARY SCHOOL FOR THE PUPILS TAKE PLACE DURING THE SUMMER TERM. AT THIS TIME THERE IS A VERY CLOSE INTERCHANGE OF INFORMATION BETWEEN THE PRIMARY 7 TEACHERS AND THE SECONDARY STAFF AND EVERYTHING IS DONE TO ENSURE THAT THE TRANSFER IS AN EASY AND HAPPY PROCESS.

PARENTS WHOSE CHILDREN WISH TO ATTEND A NON-DISTRICT SECONDARY SCHOOL, I.E. OTHER THAN LASSWADE HIGH SCHOOL CENTRE, CAN OBTAIN AN APPLICATION FORM FROM THE SCHOOL OFFICE IN NOVEMBER/DECEMBER.

P7 ENJOY USING THE HOME ECONOMICS FACILITIES AT THE HIGH SCHOOL.
HOW TO MAKE A COMPLAINT
THE EDUCATION SERVICE COMPLAINTS PROCEDURE

The Education Committee has approved the following statement of principles and procedures:

PARENTS AND THE SCHOOL

Parents and schools separately can do a great deal to assist children's educational development; together, they can achieve even more.

We will keep you informed of your child's progress and we will deal confidentially with any information which will help us in planning her/his education.

We will keep you informed of our policies and procedures and will consult you whenever a significant change is contemplated.

We rely on your support and we welcome your comments on the school.

1. If you are concerned about ...

... a particular aspect of our work, please arrange an appointment to discuss the matter with the Head Teacher in the first instance. Where appropriate, the Head Teacher may nominate another senior member of staff to act on her behalf.

The Head Teacher will listen carefully to what you have to say, establishing clearly the issue(s) of concern and, if appropriate, providing you with any relevant information.

In some cases, your concerns can be dealt with immediately; other matters may require more extended investigation.

In any event, the Head Teacher will notify you, normally within five working days, of the school's response.

It is anticipated that, in most cases, the above steps will result in a satisfactory solution for all concerned.
2. *If you are dissatisfied with the school's response ...*

... please notify the Head Teacher that you wish to pursue the matter further.

She will either review the proposed action or notify you of the appropriate officer* of the Education Authority whom you should contact (*see Useful Addresses*).

Contact the named manager by telephone or by letter at Education and Children’s Services Division headquarters.

The Parental Liaison Officer will investigate the matter and endeavour to resolve any difficulties. She will report the outcome to you, normally within five working days of being contacted.

3. Nearly all matters of concern are resolved through the above procedures. If you remain dissatisfied, please contact again the officer involved at stage 2; he/she will review the situation and/or indicate what other avenues are open to you.

4. In all cases, final appeal can be sought through the Chief Executive’s office.
USEFUL ADDRESSES

Based at Fairfield House, 8 Lothian Road, Dalkeith EH22 3ZG

Chief Executive
Kenneth Lawrie 0131 271 3002

Director, Education and Children's Services
Don Ledingham 0131 271 3718

Acting Head of Education
Sheena Dawe 0131 271 3719

Head of Communities and Support Services
Ogo Onwuchekwa 0131 271 3721

Head of Children and Families
Mary Smith 0131 271 3418

Additional Support Needs Officer
Susan Flynn 0131 271 3689

Education Officer, Community Learning & Development
Anne McConaghy 0131 271 3708

Placing Requests, and Primary School Swimming Programme
Fiona Campbell 0131 271 3733

Parent Councils, Child Performance Licences and Employment of Children
Kevin McGuire 0131 271 3732

Parental Liaison Officer
Kevin McGuire 0131 271 3732

Education Maintenance Allowance, Bursaries
Gail Robertson 0131 271 3730

Free School Meals and Clothing Grants
Terri Smith 0131 271 3728

School Lets
Mhairi MacLennan 0131 271 3705

Based within Commercial Services
Home to School Transport Section
Debbie Hunter 0131 271 5453
Scottish Government
Victoria Quay, Edinburgh EH6 6QQ 0131 556 8400

Her Majesty’s Inspectorate of Education
Denholm House, Almondvale Business Park, Almondvale Way,
Livingston EH54 6GA 01506 600200

SHEENA DAWE
Head of Education (Acting)
Contact Person: Sheena Dawe, Acting Head of Education
0131 271 3719 education.services@midlothian.gov.uk

STAFF

| Headteacher               | Julie Fox                        | Nursery Teacher | Miss E Reid
|                          |                                  |                 | Mr J Henderson
| Depute Headteacher       | Jill Doyle                       | Childcare       | Mrs L Edgar
| Principal Teachers       | Susan Welsh                      | Development     | Mrs D Mitchell
|                          | Christopher Rae                  | Workers         | Miss D O’Malley
| P1X                      | Mrs E Thomson                    | Support for     | Mrs H Stewart
|                          | Mrs C Thomson                    | Learning        |                                  |
| P1Y                      | Miss L Binnie                    | Art Specialist  | Ms K Welsh |
| P2X                      | Mrs D Viola                      | PE Specialist   | Mrs K Campbell |
|                          | Mr J Henderson                   |                 |                                  |
| P2Y                      | Miss G Brady                     | Learning        | Mrs G Cochrane |
|                          |                                  | Assistants      | Mrs R Gray |
| P3X                      | Ms F McTeir                      |                 | Mrs J Howie |
| P3Y                      | Mrs S Welsh                      |                 | Mrs E Lawson |
| P4X                      | Mrs G Paul                       |                 | Mrs C Morris |
| P4Y                      | Mrs E Czmerys                    |                 | Mrs B Mackay |
| P5X                      | Miss J Campbell                  |                 | Mrs J Hay |
| P5Y                      | Mrs D Howell                     |                 | Mrs Robertson |
| P6X                      | Mrs L Dixon                      | Playground/Dining| Ms J Bernard |
|                          |                                  | Supervisors     | Mrs D Davie |
| P6Y                      | Miss F Garraway                  |                 |                                  |
| P7X                      | Mr C Rae                         | Administrator   | Mrs L Cowan |
|                          | Mrs E Mitchell                   | Office Support  | Mrs V Ferguson |
| P7Y                      | Miss E Singleton                 | Janitor         | Mr D Purves |
|                          | Mrs E Mitchell                   |                 |                                  |

ACCURACY OF INFORMATION

The information contained in this Booklet is accurate at the time of compilation, but is subject to changes in roll, staffing and resources.
APPENDIX 1

CONTACT DETAILS

Education Scotland’s Communication Toolkit for engaging with parents –

The Scottish Government guide Principles of Inclusive Communications provides information on communications and a self-assessment tool for public authorities –
http://www.scotland.gov.uk/Publications/2011/09/14082209/0


A guide for parents about school attendance explains parental responsibilities with regard to children's attendance at school –
http://www.scotland.gov.uk/Publications/2009/12/04134640/0

PARENTAL INVOLVEMENT

Guidance on the Scottish Schools (Parental Involvement) Act 2006 provides guidance on the act for education authorities, Parent Councils and others –
http://www.scotland.gov.uk/Publications/2006/09/08094112/0

Parentzone provide information and resource for parents and Parent Councils –
http://www.educationscotland.gov.uk/parentzone/index.asp

SCHOOL ETHOS

Supporting Learners - guidance on the identification, planning and provision of support –
http://www.educationscotland.gov.uk/supportinglearners/

Journey to Excellence - provides guidance and advice about culture and ethos –
http://www.journeytoexcellence.org.uk/cultureandethos/index.asp

Health and wellbeing guidance on healthy living for local authorities and schools –
http://www.scotland.gov.uk/Topics/Education/Schools/HLiv

Building Curriculum for Excellence Through Positive Behaviour and Relationships outlines the Scottish Government’s priority actions around positive behaviour in schools and is also a source of support – http://www.scotland.gov.uk/Publications/2010/06/25112828/0

Scottish Catholic Education Service’s resource ‘This is Our Faith’ which supports the teaching and learning of Catholic religious education –
http://www.sces.uk.com/this-is-our-faith.html
CURRICULUM

Information about how the curriculum is structured and curriculum planning - http://www.educationscotland.gov.uk/thecurriculum/

Information about the outcomes a learner can expect to experience and achieve across literacy, numeracy and health and wellbeing, as well as the 8 curricular areas - http://www.educationscotland.gov.uk/thecurriculum/howisthecurriculumorganised/experiencesandoutcomes/index.asp

Advice, practice and resources to support the experiences and outcomes on literary, numeracy and health and wellbeing - http://www.educationscotland.gov.uk/learningteachingandassessment/learningacrossthecurriculum/responsibilityofall/index.asp


Information on the Senior Phase - http://www.educationscotland.gov.uk/thecurriculum/whatcanlearnersexpect/seniorphase.asp


Information around the Scottish Government’s ‘Opportunities for All’ programme - http://www.skillsdevelopmentscotland.co.uk/our-services/services-for-individuals/opportunities-for-all.aspx

Information for organisations responsible for the planning, management and delivery of career information, advice and guidance services - http://www.skillsdevelopmentscotland.co.uk/our-story/key-publications/career-management-skills-framework.aspx

The Skills Development Scotland website ‘My World of Work’ offers a number of tools to support career planning - http://www.skillsdevelopmentscotland.co.uk/
ASSESSMENT AND REPORTING

Building the Curriculum 5: a framework for assessment provides guidance around the assessment framework –

Information about Curriculum for Excellence levels and how progress is assessed –

Curriculum for Excellence factfile - Assessment and qualifications -
http://www.educationscotland.gov.uk/publications/c/publication_tcm4624968.asp

Information on recognising achievement, reporting and profiling -

TRANSITIONS

Curriculum for Excellence factfile - 3-18 Transitions - provides information on the transitions children and young people will face throughout their education and beyond -
http://www.educationscotland.gov.uk/publications/c/publication_tcm4660285.asp

Career Information, Advice and Guidance in Scotland - A Framework for Service Redesign and Improvement provides guidance on career information, advice and guidance strategy -
http://www.scotland.gov.uk/Publications/2011/03/11110615/0

Choices and changes provides information about choices made at various stages of learning -
http://www.educationscotland.gov.uk/supportinglearners/choicesandchanges/index.asp

The Additional support for learning page provides links to relevant legislation and guidance, including the arrangements that should be in place to support pupils with additional support needs -
http://www.scotland.gov.uk/Topics/Education/Schools/welfare/ASL

Supporting Children's Learning Code of Practice includes specific requirements on education authorities and others under the new legislation in relation to transition -
http://www.scotland.gov.uk/Publications/2011/04/04090720/21

Enquire is the Scottish advice service for additional support for learning -
http://enquire.org.uk/

Parenting Across Scotland offers support to children and families in Scotland -
http://www.parentingacrossscotland.org/
SUPPORT FOR PUPILS

The Additional support for learning page provides links to relevant legislation and guidance, including the arrangements that should be in place to support pupils with additional support needs - [http://www.scotland.gov.uk/Topics/Education/Schools/welfare/ASL](http://www.scotland.gov.uk/Topics/Education/Schools/welfare/ASL)

Information about the universal entitlement to support that underpins Curriculum for Excellence -


Getting It Right For Every Child and Young Person, is essential reading for anyone involved or working with children and young people, including practitioners working in adult services with parents and carers - [http://www.scotland.gov.uk/Topics/People/Young-People/gettingitright](http://www.scotland.gov.uk/Topics/People/Young-People/gettingitright)

SCHOOL IMPROVEMENT

Scottish Schools Online - provides a range of school information, including contact details, school roll, facilities, website, inspection reports - [http://www.educationscotland.gov.uk/scottishschoolsonline/](http://www.educationscotland.gov.uk/scottishschoolsonline/)

Education Scotland’s Inspection and review page provides information on the inspection process - [http://www.educationscotland.gov.uk/inspectionandreview/index.asp](http://www.educationscotland.gov.uk/inspectionandreview/index.asp)

The Scottish Survey of Literacy and Numeracy (SSLN) is an annual sample survey which will monitor national performance in literacy and numeracy - [http://www.scotland.gov.uk/Topics/Statistics/Browse/School-Education/SSLN](http://www.scotland.gov.uk/Topics/Statistics/Browse/School-Education/SSLN)

Scottish Credit and Qualifications Framework (SCQF) - [http://www.scqf.org.uk/](http://www.scqf.org.uk/)

Scottish Qualifications Authority provides information for teachers, parents, employers and young people on qualifications - [http://www.sqa.org.uk/](http://www.sqa.org.uk/)


Information on how to access statistics relating to School Education - [http://www.scotland.gov.uk/Topics/Statistics/Browse/School-Education](http://www.scotland.gov.uk/Topics/Statistics/Browse/School-Education)
SCHOOL POLICIES AND PRACTICAL INFORMATION

Schools and local authorities should consider the most relevant school, local and national policies and include details or links for parents to sources of further information.

National policies, information and guidance can be accessed through the following sites:

http://www.scotland.gov.uk/Topics/Education
http://www.scotland.gov.uk/Topics/Health
http://www.scotland.gov.uk/Topics/People/Young-People


APPENDIX 2
Curriculum for Excellence

Bringing learning to life and life to learning
Curriculum for Excellence is now being introduced across Scotland for all 3-18 year olds – wherever they learn. It aims to raise standards, prepare our children for a future they do not yet know and equip them for jobs of tomorrow in a fast changing world.

Curriculum for Excellence enables professionals to teach subjects creatively, to work together across the school and with other schools, to share best practice and explore learning together. Glow, Scotland’s unique, world-leading, online network supports learners and teachers in this and plans are already in place for parents across the country to have access to Glow.

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. They will ensure children continue to work at a pace they can cope with and with challenge they can thrive on.

Curriculum for Excellence balances the importance of knowledge and skills.

Every child is entitled to a broad and deep general education, whatever their level and ability. Every single teacher and practitioner will be responsible for literacy and numeracy – the language and number skills that unlock other subjects and are vital to everyday life.

It 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 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.

There will be new ways of assessing progress and ensuring children achieve their potential. There will be new qualifications for literacy and numeracy and from 2012/13 new National 4 and 5 qualifications. From 2013/14 our well regarded Access, Highers and Advanced Highers will be updated to take account of and support the new approaches to learning and teaching.

There is personal support to help young people fulfil their potential and make the most of their opportunities with additional support wherever that is needed. There will be a new emphasis by all staff on looking after our children’s health and wellbeing – to ensure that the school is a place where children feel safe and secure.

Ultimately, Curriculum for Excellence aims is to improve our children’s life chances, to nurture successful learners, confident individuals, effective contributors, and responsible citizens, building on Scotland’s reputation for great education.
## APPENDIX 3

<table>
<thead>
<tr>
<th>Term</th>
<th>Event</th>
<th>Day</th>
<th>Date</th>
<th>Year</th>
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** Notes: 
- ** Term 1: 
  - Mid Term: Pupils Break Thursday 10 October 2013
  - Staff Break Friday 11 October* 2013
  - All Resume Monday 21 October 2013
  - Term Ends Friday 20 December 2013

- Term 2: 
  - All Resume Monday 6 January 2014

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| **TERM 3** | **All Resume** | **Tuesday** | **22** | **April** | **2014** |
| **May Day** | **Monday** | **5** | **May** | **2014** |
| **All Resume** | **Tuesday** | **6** | **May** | **2014** |
| **Victoria Day** | **Monday** | **19** | **May*** | **2014** |
| **Pupils Resume** | **Tuesday** | **20** | **May** | **2014** |
| **Term Ends** | **Thursday** | **3** | **July** | **2014** |

| **Provisional 2014/15** | **Staff Resume** | **Monday** | **18** | **August** | **2014** |

* Staff In-service Days