## CONTENTS

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Welcome</td>
<td>3</td>
</tr>
<tr>
<td>School Details</td>
<td>4</td>
</tr>
<tr>
<td>School Hours</td>
<td>5</td>
</tr>
<tr>
<td>Holiday Dates</td>
<td>6</td>
</tr>
<tr>
<td>Current Staff</td>
<td>7</td>
</tr>
<tr>
<td>School Ethos</td>
<td>8</td>
</tr>
<tr>
<td>School Aims</td>
<td>8</td>
</tr>
<tr>
<td>Curriculum for Excellence</td>
<td>9-12</td>
</tr>
<tr>
<td>Parent Council</td>
<td>12-13</td>
</tr>
<tr>
<td>Parent Teacher Association</td>
<td>13</td>
</tr>
<tr>
<td>Communication with Parents</td>
<td>14</td>
</tr>
<tr>
<td>Parental Involvement at Pencaitland</td>
<td>14</td>
</tr>
<tr>
<td>Local Links for Parents and Families</td>
<td>14-15</td>
</tr>
<tr>
<td>Enrolment</td>
<td>15</td>
</tr>
<tr>
<td>Pupils’ Absences</td>
<td>15</td>
</tr>
<tr>
<td>Playground Supervision</td>
<td>16</td>
</tr>
<tr>
<td>Arrangements for Wet Weather</td>
<td>16</td>
</tr>
<tr>
<td>The School Health Service</td>
<td>16-17</td>
</tr>
<tr>
<td>Minor Injuries</td>
<td>17</td>
</tr>
<tr>
<td>Lunch Arrangements</td>
<td>17</td>
</tr>
<tr>
<td>Discipline</td>
<td>17-18</td>
</tr>
<tr>
<td>Anti-Bullying</td>
<td>18</td>
</tr>
<tr>
<td>School Dress Code</td>
<td>18</td>
</tr>
<tr>
<td>PE Kit</td>
<td>18</td>
</tr>
<tr>
<td>Financial Information</td>
<td>19</td>
</tr>
<tr>
<td>School Fund</td>
<td>19</td>
</tr>
<tr>
<td>Topic</td>
<td>Page</td>
</tr>
<tr>
<td>--------------------------------------------</td>
<td>------</td>
</tr>
<tr>
<td>Homework Policy</td>
<td>19</td>
</tr>
<tr>
<td>Links with other schools</td>
<td>19</td>
</tr>
<tr>
<td>Transfer from Primary to Secondary</td>
<td>19</td>
</tr>
<tr>
<td>Cultural and Community Development</td>
<td>19</td>
</tr>
<tr>
<td>Assessment and Reporting on Pupil Progress</td>
<td>20</td>
</tr>
<tr>
<td>Pupils who have additional support needs</td>
<td>20</td>
</tr>
<tr>
<td>Sports and Outdoor Education Facilities</td>
<td>20</td>
</tr>
<tr>
<td>Extra-Curricular Activities</td>
<td>20</td>
</tr>
<tr>
<td>Children’s University</td>
<td>21</td>
</tr>
<tr>
<td>After School Care</td>
<td>21</td>
</tr>
<tr>
<td>School Improvements</td>
<td>21</td>
</tr>
<tr>
<td>Appendix 1 and 2 - Homework Policy</td>
<td>22-24</td>
</tr>
<tr>
<td>Appendix 3 - Anti-Bullying Policy</td>
<td>25-26</td>
</tr>
<tr>
<td>Appendix 4 - Traffic Guidelines</td>
<td>27-28</td>
</tr>
<tr>
<td>Appendix 5 - Departmental Handbook</td>
<td>29</td>
</tr>
</tbody>
</table>

http://www.eastlothian.gov.uk/downloads/file/6229/appendix_to_school_handbooks
WELCOME TO PENCAITLAND PRIMARY

I am delighted to welcome you and your child to Pencaitland Primary School. I hope your child will be very happy with us and look forward to working in partnership with you.

Our aim is to provide a happy, caring interest-filled environment and to give opportunities for pupils to become successful learners, confident individuals, effective contributors and responsible citizens. Pupils will then be prepared for secondary school and the challenges beyond.

The purpose of this booklet is to give you information about the school, its aims and organisation as well as details of the support and services provided by East Lothian Council.

Parents are welcome into the school to discuss any aspect of their child’s education or well-being. Please do not hesitate to contact me, either by telephone or calling in at the school. I will also be sending home regular newsletters to keep you up to date with school activities and matters of interest. There is also lots of information on our school blog – http://edubuzz.org/blogs/pencaitland

I look forward to getting to know you and your child. Thank you for choosing Pencaitland Primary School.

Best Wishes

Mary McCall
Head Teacher
PENCAITLAND PRIMARY SCHOOL

ADDRESS
The Glebe,
Pencaitland,
East Lothian.
EH34 5EZ.

TELEPHONE NUMBER
(01875) 340260

E-MAIL ADDRESS
pencaitland.ps@pencaitland.elcschool.org.uk

BLOG ADDRESS
http://edubuzz.org/blogs/pencaitland/

HEAD TEACHER
Mary McCall

SCHOOL HISTORY

Pencaitland Primary School opened on its present site in 1975.

The building is semi-open plan set on a pleasant site in Easter Pencaitland. It is a state school operating within the structure of East Lothian Council.

The basic accommodation consists of 10 classroom bases set around 2 open areas, a multi purpose hall with stage/G.P. room, library, dining hall and a community room.

The present roll is 176.

The school has 30 morning and 30 afternoon nursery places.

Pencaitland Primary School is a co-educational, non-denominational school.
SCHOOL AND NURSERY HOURS SESSIONS

Primary 1 and 2

**Monday - Thursday**
- 8.50 am - 10.30 am
- 10.45 am - 12.05 pm
- 1.15 pm - 3.05 pm

**Friday**
- 8.50 am - 10.30 am
- 10.45 am - 12.15 pm

Primary 3 - Primary 7

**Monday - Thursday**
- 8.50 am - 10.30 am
- 10.45 am - 12.30 pm
- 1.15 pm - 3.15 pm

**Friday**
- 8.50 am - 10.30 am
- 10.45 am - 12.25 pm

All children have a morning interval of 15 minutes from 10.30 am - 10.45 am.

NURSERY CLASS

<table>
<thead>
<tr>
<th></th>
<th>Morning Group</th>
<th>Afternoon Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>Drop off times</td>
<td>8.32 or 9.00 every</td>
<td>Pick up times 3.15</td>
</tr>
<tr>
<td></td>
<td>morning</td>
<td>or 4.15</td>
</tr>
<tr>
<td><strong>Monday</strong></td>
<td>8.32 - 12.30</td>
<td>1.15 - 4.15</td>
</tr>
<tr>
<td><strong>Tuesday</strong></td>
<td>8.32 - 12.30</td>
<td>1.15 - 4.15</td>
</tr>
<tr>
<td><strong>Wednesday</strong></td>
<td>8.32 - 12.30</td>
<td>1.15 - 4.15</td>
</tr>
<tr>
<td><strong>Thursday</strong></td>
<td>8.32 - 12.30</td>
<td>1.15 - 4.15</td>
</tr>
<tr>
<td><strong>Friday</strong></td>
<td>No Session</td>
<td>8.30 - 12.20</td>
</tr>
</tbody>
</table>
### EAST LOTHIAN COUNCIL
### DEPARTMENT OF SERVICES FOR PEOPLE - EDUCATION
### SCHOOL SESSION DATES 2016-2017

<table>
<thead>
<tr>
<th>TERM 1</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Staff In-service Day 1</td>
<td>Monday</td>
<td>15</td>
<td>August 2016</td>
</tr>
<tr>
<td>Staff In-service Day 2</td>
<td>Tuesday</td>
<td>16</td>
<td>August 2016</td>
</tr>
<tr>
<td>Pupils Resume</td>
<td>Wednesday</td>
<td>17</td>
<td>August 2016</td>
</tr>
<tr>
<td>Autumn Holiday (Schools closed)</td>
<td>Friday</td>
<td>16</td>
<td>September 2016</td>
</tr>
<tr>
<td>(Schools closed)</td>
<td>Monday</td>
<td>19</td>
<td>September 2016</td>
</tr>
<tr>
<td>All Return</td>
<td>Tuesday</td>
<td>20</td>
<td>September 2016</td>
</tr>
<tr>
<td>All Break</td>
<td>Friday</td>
<td>14</td>
<td>October 2016</td>
</tr>
<tr>
<td>Staff In service Day 3</td>
<td>Monday</td>
<td>24</td>
<td>October 2016</td>
</tr>
<tr>
<td>Pupils Resume</td>
<td>Tuesday</td>
<td>25</td>
<td>October 2016</td>
</tr>
<tr>
<td>Term Ends</td>
<td>Thursday</td>
<td>22</td>
<td>December 2016</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>TERM 2</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>All Resume</td>
<td>Monday</td>
<td>9</td>
<td>January 2017</td>
</tr>
<tr>
<td>All Break</td>
<td>Friday</td>
<td>10</td>
<td>February 2017</td>
</tr>
<tr>
<td>Staff In-service Day 4</td>
<td>Monday</td>
<td>20</td>
<td>February 2017</td>
</tr>
<tr>
<td>Pupils Resume</td>
<td>Tuesday</td>
<td>21</td>
<td>February 2017</td>
</tr>
<tr>
<td>All Break</td>
<td>Friday</td>
<td>31</td>
<td>March 2017</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>TERM 3</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>All Resume</td>
<td>Tuesday</td>
<td>18</td>
<td>April 2017</td>
</tr>
<tr>
<td>May Day (Schools closed)</td>
<td>Monday</td>
<td>1</td>
<td>May 2017</td>
</tr>
<tr>
<td>All Resume</td>
<td>Tuesday</td>
<td>2</td>
<td>May 2017</td>
</tr>
<tr>
<td>Staff In-service Day 5</td>
<td>Monday</td>
<td>22</td>
<td>May 2017</td>
</tr>
<tr>
<td>Pupils Resume</td>
<td>Tuesday</td>
<td>23</td>
<td>May 2017</td>
</tr>
<tr>
<td>Term Ends – All break</td>
<td>Friday</td>
<td>30</td>
<td>June 2017</td>
</tr>
</tbody>
</table>
TEACHING STAFF

Mary McCall  Head Teacher
Emma Kerr  Principal Teacher

There are currently 11 class teachers:

Mrs Grant (Tue-Wed-Thur) / Miss Smith (Mon, Tue), Mrs Campbell, Mrs Davidson, Mr Kingsbury, Mrs Elder/Mrs Ranyard (job share) Mrs Kerr, Mr Cain, Mrs Robertson/Mrs Berry (job share) and we have a part-time support for learning teacher Mrs Soraya Gibson.

Please note that staff are subject to change since personnel and circumstances may vary from year to year.

The Head Teacher may delegate responsibility for various aspects of the curriculum to the Principal Teacher

The school has visiting teachers for music, physical education and offers instruction on brass instruments.

NON-TEACHING STAFF

Catherine Wilson  Administrative Assistant
Morag McBey  Auxiliary
Sheila Donaldson  Classroom Assistant
Karen Westwater  ASN Auxiliary
Margaret Ross  Nursery Nurse
Karen McKnight  Nursery Nurse
Laura Millar  Nursery Nurse
Ronnie Golightly  Janitor
Fiona Sinclair  Playground Supervisor
Christine Campbell  Dining Room Supervisor
SCHOOL ETHOS

We seek to promote a sense of identity and pride in our school. Unconditional positive regard will be shown to all and all dealings between staff, pupils and parents will be based on courtesy and good manners. We will encourage children to be fully involved in their own learning, give them opportunities to express their own opinions and become responsible citizens. The school will continue to promote positive links with the wider community and promote pride in its achievements and reputation.

PENCAITLAND PRIMARY SCHOOL AIMS

1. To achieve high standards of educational attainment in all areas of the curriculum.

2. To create a safe, supportive and stimulating environment to learn and teach in.

3. To promote equality through planned intervention and as a basic building block in the ethos of the school.

4. To induce in children a strong sense of identity and respect which will enable them to understand the duties and responsibilities of citizenship in a democratic society.

5. To encourage creativity and ambition in children enabling them to proper and participate in a changing society.

6. To share responsibility in creating a healthy, active and happy school.

The Pupil Council have worked on these aims to make them more child friendly. This is what they have come up with:

1. Pupils will try their best in all that they do and act on advice from adults.

2. Our school will be a safe and eye catching place, where pupils are given help in their learning.

3. To be fair and equal to everybody in everything we say and do.

4. To be respectful and good citizens who know their rights and their responsibilities.

5. To help children be creative and fit for a successful life in a changing world.

6. To help to create a healthy, active and happy school.
A CURRICULUM FOR EXCELLENCE (3-18)

The school curriculum is the responsibility of the Head Teacher who acts in consultation with the teaching staff of the school. Curriculum content is subject to ongoing debate at national level. Schools are kept abreast of developments by means of National and Regional reports.

A Curriculum for Excellence has been designed taking into account the principles of

- Challenge and Enjoyment
- Breadth
- Progression
- Depth
- Personalisation and Choice
- Coherence
- Relevance

Curriculum areas are:

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

Our curriculum gives pupils opportunities to be confident individuals, successful learners, effective contributors and responsible citizens.

We aim to develop all learners through highlighting thinking skills and processes. This approach permeates our curriculum.

Expressive Arts

Art and Design  Dance  Drama  Music

Learning in, through and about the expressive arts enables our pupils to:

- be creative and express themselves in different ways.
- experience enjoyment and contribute to other people’s enjoyment through creative and expressive performance and presentation.
- develop important skills, both specific to the expressive arts and those which are transferable.
- develop an appreciation of aesthetic and cultural values, identities and ideas.

Literacy and English

Listening and Talking  Reading  Writing

Our pupils will experience an environment which is rich in language and which sets high expectations for literacy and the use of language.
Enjoyment and choice

We will provide opportunities for pupils to make increasingly sophisticated choices.

Tools

Important skills and knowledge will be covered ie reading strategies, spelling, grammar.

Finding and Using Information

Pupils will develop critical literacy skills – understanding, analysing and evaluating. Pupils will develop literal understanding and higher order skills in their understanding.

Creating Texts

Pupils will have opportunities to develop their ability to communicate effectively eg writing clear well-structured explanations.

Modern Languages

French is taught at P1, P6 and P7 using an ELC programme of work. We have a French Assistant working at Pencaitland on a Tuesday supporting the delivery of French. Next year French will be delivered in P2 as part of the roll out of the 1 + 2 Languages project. By August 2019 all primary classes will be learning French and from 2019 -2020 all P5 children will learn a third language in addition.

Health and Wellbeing

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

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

The work is planned under the following headings:

- Mental, emotional, social and physical wellbeing
- Planning for choices and change.
- Physical education, physical activity and sport.
- Food and health.
- Substance misuse.
- Relationships, sexual health and parenthood.
- Programmes will ensure that the work is age appropriate for the pupils’ development.
We want our pupils to be/feel:

Safe; Healthy; Achieving; Nurtured; Active; Respected; Responsible; and Included.

**Mathematics and Numeracy**

Experiences and outcomes are structured within three main organisers:

- **Number, Money and Measure**
- **Shape, Position and Movement**
- **Information Handling**

Our maths work has a strong emphasis on the important part maths has played and will continue to play in the advancement of society and the relevance it has for daily life.

Programmes will develop logical reasoning, analysis, problem-solving skills, creativity and the ability to think in abstract ways.

At the early level, maths will involve movement, problem solving, spatial understanding language of number and counting. Children will learn through structured play activities.

**Religious and Moral Education**

Religious and moral education is a process where children engage in a search for meaning, value and purpose in life. This involves both the exploration of beliefs and values and the study of how such beliefs and values are expressed.

Our programmes will cover:

- **Christianity**
- **Other world religions**
- **Development of beliefs and values**

**Sciences**

Through learning in the sciences, children develop their interest in and understanding of the living, material and physical world. They engage in a wider range of collaborative investigative tasks, which allows them to develop important skills to become creative, inventive and enterprising adults in a world where the skills and knowledge of the sciences are needed across all sectors of the economy. Our programme will cover:

- **Planet Earth**
- **Forces, electricity and waves**
- **Biological systems**
- **Materials**
- **Topical science**

**Social Studies**

Through social studies children develop their understanding of the world by learning about other people and their values in the different times, places and circumstances. They also develop their understanding of their environment and of how it has been shaped.

Our programme will cover:

- **People, past events and societies**
People, place and environment

People in society, economy and business.

We will have a programme of core, choice and whole school topics.

Technologies

The technologies curriculum relates particularly to contexts that provide scope for developing technological skills, knowledge, understanding and attributes through creative, practical and work-related activities.

Our programme will cover:

Technological developments in society
ICT to enhance learning
Business
Computing Science
Food and Textiles
Craft, design, engineering and graphics

School policies are reviewed as part of the school improvement plan, and then available in the school office or on the blog.

PARENT COUNCIL

Parent Council Members

The role of the Parent Council is to support the School’s Improvement Plan and assist with achieving this plan with the support of parents. The members of the Parent Council consist largely of parents, along with representation from the school itself, the local community and elected Councillors. The members for 2015 are:

<table>
<thead>
<tr>
<th>Class Rep Parent members</th>
<th>Chair</th>
<th>Elected Councillors</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nursery</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Eric Burberry</td>
<td>Carol Snow</td>
<td>Jim Gillies</td>
</tr>
<tr>
<td>Loreen Pardoe</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Christine Gavin</td>
<td>Staff Member</td>
<td>Shamin Akhtar</td>
</tr>
<tr>
<td>Edward Hewson</td>
<td>Kirsty Robertson</td>
<td>Kenny McLeod</td>
</tr>
<tr>
<td>Jim Fraser</td>
<td>HT Adviser</td>
<td>Donald Grant</td>
</tr>
<tr>
<td>Sharon McLean</td>
<td>Mary McCall</td>
<td></td>
</tr>
<tr>
<td>Jack Jackman</td>
<td>Community Member</td>
<td>Clerk to the Parent Council</td>
</tr>
<tr>
<td>Shirley Hamilton</td>
<td>Ralph Averbuch</td>
<td>Christine Galvin</td>
</tr>
</tbody>
</table>

The members of the Parent Council also act as class representatives, as a point of contact for parents and pupils, for gathering ideas and suggestions which could be considered to support both the School Improvement Plan and the Parent Council Action Plan, both of which are aligned.

Getting involved in supporting the school needn’t be a long-term commitment. You could choose to be a member of the Parent Council for a period of up to 3 years (and even put your name
forward for re-selection!) or you could choose not to be a member but assist in other ways. The Parent Council utilises sub-groups and canvasses opinion from the Parent Forum in order to deliver the agreed activities. Parents are welcome to assist for short periods or on specific projects as a support to the Parent Council and thus the School. Notification of projects are included in the School newsletter and email correspondence.

This year the Parent Council will be supporting the school in its number work with the pupils throughout the year and in the school's 40th birthday celebration in May 2016.

The remaining meeting dates this year are as follows: 18 January 2016, 29 February 2016, 11 April 2016 and 16 May 2016. The AGM will be held on 13 June 2016.

Before every meeting an Agenda will be published on the school blog about a week in advance to let you know what will be discussed and to give you an opportunity to raise any issues with a parent member. The minutes of meetings will also be published on the blog.

Please feel free to approach any member of the Parent Council if you have suggestions or ideas for developing the learning environment for the school. Alternatively, the Parent Council can be contacted via parentcouncil@pencaitland.elcschool.org.uk

PARENT TEACHER ASSOCIATION

A Parent Teacher Association is in operation and organises a number of events for staff, parents and children during the session.

The duties of the PTA are:

- to raise funds
- to publish and distribute information
- to set aside funds for special purposes or as reserves against future expenditure
- to take out public liability insurance to cover all its meeting and activities
- to enter into contracts to provide services on behalf of the association
- to pay the cost of forming and running the association
- to do anything else within the law which promotes aims of the association

All parents and carers of children attending Pencaitland School and members of teaching staff shall be deemed to be members and be eligible to vote at the Annual General Meeting or any Special General Meeting convened thereafter.

Mona Log Burns (Chair), Charlotte McMillan (Secretary), Kate Heggie (Treasurer)

Emma Kerr – School Liaison.

Kathleen Hoy (link with Parent Council), Louise Ferguson.

Katharine Ranyard; Linda Elder and Marie Campbell – staff members supporting events.
COMMUNICATION WITH PARENTS

The school operates an open-door policy and encourages the closest cooperation between staff and parents of children in the school. If you wish to make an appointment to see the Head Teacher or class teacher please telephone the school secretary, for an appointment. Class teachers must be contacted through the Head Teacher if an educational matter is to be discussed.

Newsletters are issued by the school to keep parents informed of pupils' activities and school events taking place. The school has a school blog which helps keep parents up to date with what is happening in school. The school also organises workshops and parental meetings as appropriate.

There is a welcome evening in September and Parent Consultation meetings in October and March.

The school has a joint Communications strategy with the Parent Council. It highlights the numerous ways in which the school and the Parent Council communicate with parents. The Parent Council aims to regularly update the Parent Forum using a variety of social media platforms including the following: newsletter via email, Pencaitland Parents Facebook page, Pencaitland village Facebook page run by the Community Council, Pencaitland Parents Twitter account, Parent Council section on the PPS blog and Pencaitland CC Twitter account.

PARENTAL INVOLVEMENT AT PENCAITLAND PRIMARY SCHOOL

We are very lucky to have the support of the Parent Council and Parent Teacher Association and although they play different roles in the life and work of the school and often work together. They also encourage other members of the Parent Forum to be involved in working on specific projects. Some examples of the joint working are:

- Joint PTA and PC newsletters
- Sharing of information between the PTA and PC through updates at each meeting, sharing meeting minutes, providing reports and a representative attending meetings where possible.
- Joint planning and delivery of events involving a Parent Forum subgroup
- Involvement of the whole Parent Forum in the review of policy, led by the PC
- Catering for Open Mornings

They are always trying to improve communication with the Parent Forum, by keeping them fully informed about events and activities and getting feedback from them which then influences future plans and ideas.

LOCAL LINKS FOR PARENTS AND FAMILIES

In Pencaitland Primary School we work closely with the other schools in our Tranent Cluster to support and build our wider community for the benefit of all children, young people and families. We are supported in this through partnership working with East Lothian Council Community Learning Development. Community Learning and Development offer a varied programme across the cluster open to everyone. Whether it’s updating your First Aid or building up your confidence to go back to college or work, or simply looking for a new hobby there is something
for everyone. You can find services and information about Adult Literacy, youth clubs, women's groups, training and life skill courses and community events on the East Lothian Learning Partnership site www.ellp.net

For parents of babies and children to 8 years, Support from the Start is a local network committed to helping our communities have the best possible start in life. They too, offer easily accessible advice, groups, events and resources often by local people for local people especially for babies, young children and families. To see if there is something for you and keep up to date with what's on in please visit the Tranent facebook page.
https://www.facebook.com/SupportfromtheStart

For general information for services for children and young people:
http://www.eastlothian.gov.uk/info/543/services_and_advice_for_young_people.

If you would like further local information please contact Lena Hutton on
Lena Hutton
Community Development Officer
Fa’side Villages
George Johnstone Centre
35 Winton Place
Tranent
East Lothian
EH33 1AE
01875 824138

ENROLMENT

A child who becomes age 5 between 1 March 2016 and 28 February 2017 is eligible for admission to primary school in August 2016. Enrolment for pupils due to enter Primary 1 in the summer takes place during the first week of the preceding December. Details of the enrolment times are issued nearer to this date. Please note that it is necessary to bring your child's birth certificate. Parents are issued with a school information booklet giving details of school rules, policy etc.

If you wish to enrol your child at Pencaitland Primary School at any other stage or time, you must approach the Head Teacher and an arrangement will be made to view the school and discuss any queries you may have. Out of district pupils will only be admitted if space is available. At Primary 1 stage, out of district pupils must complete form PR/P2 available from the school office.

In order to help ensure a happy entry to a child’s primary education, we have produced a special booklet called “First Steps at Pencaitland”, which is full of information about those first experiences at school. The booklet is given to all prospective Primary 1 parents.

New parents are invited to a special introductory meeting in May or June.

PUPILS’ ABSENCES

A short note signed by the parent is required when a child is absent from school. We strongly advise all parents and carers to telephone the school office on the morning of the first absence informing us of the reason for the absence and how long it is likely to last. Should an absence remain unexplained by 10.00 am the school office will contact the child’s parents/carers or emergency contact to ensure parents are aware of the child's absence from school. Requests for leave from school for medical appointments etc. should be made through the class teacher.
If at all possible please arrange holidays during school holiday dates. Only in exceptional circumstances can the school authorise holidays taken out with the school holiday periods.

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.

SCHOOL ARRANGEMENTS FOR WET WEATHER

On wet days during break and lunch intervals, supervision is arranged in school. On such days children should not arrive at school in the morning before 8.45 am, if at all possible.

In autumn/winter please ensure that your child wears clothing that is easily seen.

THE SCHOOL HEALTH SERVICE

Throughout your child's years at primary and secondary school, a team of specialist Health Service and Education Department staff will be seeing him/her from time to time to make sure that he/she benefits as much as possible from all that school has to offer, and to help prepare him/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 issue of maintaining confidentiality is taken seriously by the School Health Team at all times. The staff involved make every effort to work closely with parents and with others who are caring for your child, both at school and in some 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 Nurses are involved with health promotion and education, prevention of ill health, immunisation, health surveillance and screening. Attention is drawn to any possible problems, and parents and the family doctor are informed if any further action is considered necessary.

The school nurse may be helped by a Health Assistant. The health visitor and the school nurse also act as an important link between home and school. She will visit the school regularly and liaise with teachers to find out whether any pupil has a medical health need that requires to be addressed. The school nurse can link with other members of the health team, in the community or in hospital, concerned with a child’s health.

The nurse reviews the notes of all children in Primaries 1, 4, 7 and S3 as well as those of all new entrants.

The audiometric team, who check children’s hearing, will not visit the school to check pupils hearing. Instead they will provide a local clinic based, appointment only service for all school aged children requiring a hearing assessment.
These include:

- All children who are due to have a routine re-test as a result of being found to have a hearing loss at a previous test in school or as a pre-school child.
- All school age children newly referred for assessment, either Primary 1 or other years.
- The school medical officer will inform schools of the result of any assessment.

The speech and language therapist can provide assessment, and, if necessary, treatment if you, a teacher or the school doctor feels that your child may have a speech or language problem.

Any enquiries regarding the provision of dental services should be made to the Director of the Community Dental Service, 16 Duncan Street, Edinburgh EH9 1SR (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 school nurse or the health visitor if you want any more information.

MINOR INJURIES

School staff treat minor injuries (e.g. superficial cuts). If in doubt the Head Teacher contacts parents or if necessary deals directly with the medical authorities.

Accidents or difficulties can be reported to a playground supervisor and appropriate action will be taken.

LUNCH ARRANGEMENTS

We are committed to providing children with food they enjoy while ensuring they eat nutritious well balanced meals. Menus are sent home at the start of each session. The current price is £1.90 and payment is taken in the dining hall. You may pay by cheque for a week if it is more convenient. Children in P1-P3 are entitled to a free lunch. Accommodation is also provided for children who prefer to bring a packed lunch. P3 go at 12.30, then there is a rota for P4-P7 pupils.

DISCIPLINE

Discipline problems are few if children are keen to learn. Our remit is to create learning conditions, which enable the child to give of his/her best.

Through a whole school programme of self-esteem called Circle Time, we actively encourage the principles of self-awareness, self-discipline and responsibility.

Rules for behaviour ‘Golden Rules’ are displayed in all areas of the school – these are:

- Do be gentle
- Do be kind and helpful
- Do work hard
- Do look after property
- Do listen to people
- Do be honest

- Do not hurt anybody
- Do not hurt people’s feelings
- Do not waste your or other people’s time
- Do not waste or damage things
- Do not interrupt
- Do not cover up the truth
A reward system is in place to celebrate these behaviours. We operate the following Behaviour sanctions.

Each teacher has their own preferred method for monitoring behaviour in their class but within each system exceptional behaviour should warrant the loss of Golden Time. We suggest a gradual increase in time lost of 1 minute per year group, so at P1 it is one minute each time, leading to 7 minutes at P7 stage. Once Golden Time is lost it cannot be earned back. Children should sit silently on the carpet for the duration. From P3 onward, after this time, any unfinished work may be given to the child to complete during the rest of Golden Time.

If a child reaches the point of having lost half their Golden Time in the week, a referral note should be sent to the Head Teacher so that she is aware of the situation. We suggest that the HT try to keep the first 10 minutes of Golden Time free on Friday mornings for visiting classrooms to speak to those children referred during the week and also to congratulate those who have earned all their Golden Time.

If a talk from the Head Teacher fails to resolve any issues then parents can be called in for a discussion with Head Teacher or Class Teacher.

**ANTI-BULLYING POLICY**

In line with East Lothian Council policy, the school has a strong pro-active anti-bullying policy. An Anti-Bullying Day is identified annually in November. On this day all children take part in an assembly to raise awareness of bullying and a copy of the school policy is sent home to parents. (see appendix 3)

All incidents of bullying are recorded and parental support to help deal with the problem is enlisted as soon as possible. All incidents of bullying should be reported to the Head Teacher. While implementing this policy we will ensure that our procedures are fair to pupils from all racial groups. The Headteacher can advise a mediation and support service where appropriate.

**SCHOOL DRESS CODE**

It is expected that children will come to school dressed according to the school dress code. Adhering to the school dress code demonstrates a sense of pride in and belonging to the school community.

The school colours are maroon and navy. The school dress code requires children to wear maroon sweatshirts in P1-P5 and navy sweatshirts in P6 and P7.

Information regarding school sweatshirts, tee shirts and polo shirts can be obtained from the school office.

**PE KIT**

Children should ensure they have the following items of clothing in school on PE days.

- **Indoor kit** - plain short sleeved top, shorts and indoor gym shoes.
- **Outdoor kit** - Suitable trainers for outdoor use only. Warm jogging bottoms and warm top.

In the interests of Health and Safety all jewellery should be removed during PE lessons. If earrings cannot be removed they must be protected with micro tape. Long hair should be tied back.
FINANCIAL INFORMATION
The school receives an annual Capitation Allowance based on Number of Pupils on Roll x Amount per Pupil less a maintenance Contract Charge.
There is also an extra mural allowance to be used for travel. This is based on size of school and geographical position. Annual Discussions are held to determine the priority for Capitation Allowance.

SCHOOL FUND
Fund raising activities are held during the school year proceeds from which are deposited in Pencaitland School Fund. This money is used to supplement Authority funds to buy school equipment or to subsidise educational visits.

HOMEWORK POLICY (Appendix 1/2)
The Homework Policy was reviewed during session 2011/2012. Parents, pupils and staff were consulted and a new policy was written and agreed by all. The Homework Policy is included in the handbook. A staff group are looking at homework this year and checking the policy and writing an updated statement. This will be included in the handbook next session.

LINKS WITH OTHER SCHOOLS
There is active consultation between Ross High School and its associated Primaries.
The Head Teachers of the Associated Primaries of the Ross High catchment area hold regular monthly meetings to discuss a whole range of issues relevant to their schools. Pupils from the Associated Primaries meet regularly at various inter-school events, e.g. sports tournaments, orienteering, social events etc

TRANSFER FROM PRIMARY TO SECONDARY
Pupils normally transfer to the local secondary school at the end of Primary 7. This is the Ross High School, Tranent. Telephone number - 01875- 610433.
Parents will be informed of transfer arrangements by December of the pupil's last year in primary school.

CULTURAL AND COMMUNITY DEVELOPMENT
Cultural Services can facilitate enhanced learning opportunities for children through provision of and support of:-
- School Library Service
- Instrumental Music Tuition
- Drama provision/Theatre
- Educational visits in Museums/projects.
- Study Support and After School Activities
- Sport
The services are used widely at Pencaitland Primary to motivate and encourage children in learning across all areas of the curriculum.
ASSESSMENT AND REPORTING ON PUPIL PROGRESS

Staff have a range of strategies which enable them to assess pupils performance on a daily basis. Formative assessments enable staff to build a profile of the child's abilities ensuring appropriate support and challenge is provided. Along with standardised tests and other assessments these provide the basis of teacher planning.

Details of a child's progress through Curriculum for Excellence are contained in the annual end of session report issued to parents in June. P7 profiles are also sent home and to the high schools. Nursery profiles are also sent home at this time of the year and parents are invited to comment.

Two parent evenings, normally held in October and March allow parents/carers to track and discuss children's progress through the year.

When children transfer at the end of a year or to Secondary School the records are automatically passed on.

PUPILS WHO HAVE ADDITIONAL SUPPORT NEEDS

A Support for Learning Teacher is employed to support learning throughout the school. This support can be given in two ways -

1. Child working with the Support for Learning Teacher in a small group or individual basis out-with the classroom.

2. The Support for Learning Teacher working with a group or individual child within the normal classroom situation.

The role of the Support for Learning Teacher also includes support for the class teacher with any aspect of the school curriculum.

Children requiring special educational help may be referred to the Educational Psychologist. Parents will be consulted as a matter of course. Special Needs auxiliaries also support children within the classrooms.

SPORTS AND OUTDOOR EDUCATION FACILITIES

There is a seven-a-side football pitch and a Netball court within the school grounds and in the school hall there is a permanent badminton court and various sports, e.g. volleyball, can also be played.

Swimming lessons are provided for all children at Primary 4 stage.

EXTRA CURRICULAR ACTIVITIES

There is a wide range of activities operating after school hours. These vary from year to year depending on the expertise and interests of the staff and pupils. The active schools team offer a wide range of school activities for children of all ages. A drama club is operating on a Wednesday this year.
CELEBRATING WIDER ACHIEVEMENT - CHILDREN'S UNIVERSITY

Pupils age 7 and older are able to enrol in the Children’s University national scheme in conjunction with Queen Margaret University. It allows pupils to gain credits and awards for taking part in activities out of school hours. The activities have to be recognised as 'learning destinations' by QMU as fun, interactive and high quality.

Each child has a passport where he/she collects the credits for learning in the activities. The leader will stamp, sign or sticker the passport to show what activity has been completed and when. Credits are awarded depending on the number of hours of learning completed and the credits are built up to achieve awards at different levels:

Bronze Award is for 30 hours of learning in one or more activities.
Silver Award is for 65 hours of learning with at least 5 hours credit for a different activity.
Gold Award is for 100 hours of learning with at least 10 hours spent doing something new.

For more information contact the school or Callum Maguire, Head of Outreach and Community Engagement – cmaguire@qmu.ac.uk

AFTER SCHOOL CARE

Breakfast and after school care provision is currently available. The Club exists to provide a safe and fun environment for primary aged children whose parents require childcare during out of school hours. Admission is not restricted to parents who are working, as the Management Committee believes that the Club provides an opportunity for children to develop their social and interpersonal skills and so may benefit all children.

However, if the Club facilities become stretched it may be necessary to give priority to those children whose parents/guardians are in work or education, or who otherwise have exceptional child care needs.

Further information can be obtained from Pencaitland After School Club – Telephone 07909743715 or 01875 341466.

SCHOOL IMPROVEMENT

Last year we concentrated on Health and Wellbeing; Co-operative Learning; Developing personal planning and recognition of wider achievement for all pupils and Ross Rocks Reading -a Cluster Reading project.
PENCAITLAND PRIMARY SCHOOL

HOMEWORK POLICY

Aims
At PPS we aim to produce confident individuals, successful learners, effective contributors and responsible citizens. To achieve this we must work in partnership with pupils and parents. We are very aware of the learning which already takes place outside of school and we actively celebrate pupils’ wider achievements. We would like homework to be part of the learning experience for pupils and a link between both learning environments.

Principles of Homework

The main purposes of homework are:

- To provide an opportunity for parents to share in their child’s learning
- To consolidate learning, by providing a variety of activities linked to classroom work
- To encourage independent learning
- To prepare pupils for the demands of High School and the skills required for the world of work

Homework should:

- Reinforce school learning
- Allow for the development of a broad range of skills, attitudes and personal qualities
- Aim to stimulate and challenge the learner
- Encourage the child to be fully involved in the learning process
- Be relevant and suitable to the child’s needs, capabilities and interests

In P1 and P2 homework will be consolidation of active learning – sounds, counting, reading etc. Teachers will suggest games, fun activities or websites that can take place at home to reinforce these new skills.

The amount of homework will increase as children grow and develop as learners. As a guide, no more than 10 minutes in P1 rising to 30 minutes in P7, each night.

From P3 to P5 pupils will have maths and spelling work based on previous teaching in class. Reading homework will also be set, involving pupils in comprehension tasks or different roles in the reading group.

By the time pupils are in P6 and P7, there should be a greater ownership of homework tasks. The tasks will still be based on prior learning or developing critical thinking or research skills. If projects are set that require research, pupils will be given access to relevant books or be given guidance on appropriate websites. Teachers will be encouraging independent learning and pupils will be involved in planning when they will complete assignments, to fit around clubs, hobbies etc.
Homework tasks will usually be set on a Monday, to be handed in on a Friday. This allows pupils and parents to plan homework tasks around clubs and other after school activities. If homework is set differently, due to job-share or other circumstances, this will be explained to parents at the Welcome Evening in September. Some senior pupils have requested homework over a weekend because they find it easier to fit into their schedule.

**Role of Teachers in Homework**

- To encourage learning out of school
- To set interesting homework activities
- To offer some personalisation and choice within homework tasks
- To ensure that pupils and parents are clear about the homework tasks
- To help parents with any homework queries
- To give feedback to pupils about homework tasks and to comment on pupil performance in homework in the end of year class reports

Teachers will give parents an overview of homework at the Welcome Evening in September and will show them the home / school contract. At the beginning of each term, they will issue a letter giving an outline of work to be covered and suggesting ways in which parents can support their child’s learning at home. They will communicate homework tasks clearly to pupils and parents. The means of communication may be a weekly sheet, instructions in a reading diary, a printed task stuck or stapled into the pupil’s homework jotter or an e-mail. Individual teachers will explain the system they will use for the year to parents, at the Welcome Evening.

**Role of Pupils in Homework**

We would expect pupils to:

- Undertake any tasks set, to the best of their ability
- Discuss homework with a parent/carer
- Provide feedback to the teacher of any difficulties experienced

**Role of Parents in Homework**

From the very early stages, parents play an important role in their child’s learning. Research has confirmed that children who get consistent help and encouragement at home achieve more at school.

We ask parents:

- To guide pupils in homework tasks - what is set and when it is for
- To praise and encourage their child
- To participate in the learning tasks where appropriate - reading, games etc.
- To check/ sign the homework, where appropriate
- To contact the school if any aspect of homework is causing trouble
We do not want homework to cause conflict at home, and we understand that family time is very important. If your child becomes upset while doing homework, or if the task is taking more than 15 minutes for a young child or 30 minutes for an older pupil, please stop and contact the teacher via the homework jotter or e-mail. We want homework to be a positive experience for pupils and parents.

**Role of the Management Team in Homework**

The Head Teacher, Depute Head Teacher and Principal Teacher will be responsible for monitoring and developing the school's approach to homework. They will regularly discuss with pupils, staff and parents and will review the school policy every three years.

The Management Team are also available to discuss any individual questions about the homework policy at Pencaitland Primary School.

April 2012

**Appendix 2**

**Home / School Homework Contract**

I will do my best to complete all homework tasks.

I will do my best to hand my homework in on time.

I will try my best when completing homework tasks.

I will ask my teacher for help if I need it.

Signed .................................................... (pupil)

Countersigned ........................................... (parent)

Date .................................................
Bullying is certainly not new, but in the past it was often ignored or dismissed as part of life. In the last few years this way of thinking has changed and more attention has been paid to the rights and responsibilities of adults and children. It is important to remember that:

- everyone has the right to work and learn in an atmosphere that is free from victimisation and fear;
- all of us have a responsibility that we do not abuse or bully others;
- young people have a right to expect that their concerns will be listened to and treated seriously; and
- we all have a duty to work together to protect vulnerable individuals from bullying and other forms of abuse.

**What is bullying?**

Bullying can take many different forms. All of them are wrong. Bullying at Pencaitland Primary School is not acceptable in any form.

The most common form of bullying in primary schools is name calling. Physical abuse, exclusion from a group, damage to property and theft are some of the other types of bullying behaviours that we must be on the lookout for.

How can we reduce incidents of bullying?

**At Pencaitland Primary we attempt to do this in the following ways:**

- aspects of good citizenship: such as respecting others, are regularly reinforced by class teachers
- playground supervision is provided
- the school holds an anti-bullying day each year to raise awareness of the issue
- the issue of bullying is tackled through school assemblies
- we reinforce children's right to be listened to and protected
- we ensure that all reported incidents will be acted upon
- strategies to cope with bullies are discussed
- Primary 1 children are supported by buddies
- Primary 7 children take on the responsibilities of monitors
- children are encouraged to TELL; TELL; TELL and
- we help children recognise that silence is the bully's greatest weapon.
What actions are taken when incidents are reported

Help, support and counselling will be given as appropriate to victims, bullies and parents. Bullies may need help just as much as victims. A few children can also, by their attitudes or actions, get others into trouble. It is important to remember these points because bullying happens in so many ways and takes so many forms.

If evidence is found to substantiate the allegation, the following steps will be taken:

1. Counselling/warning/incident recorded by Head Teacher or Depute Head Teacher
2. Parents/Guardians informed
3. Plan of action agreed with parents

Sanctions available include:

- child may be excluded from play and lunch periods
- we may arrange for them to be escorted to and from the school premises
- temporary exclusion
- permanent exclusion

What can parents do to help?

Bullying is most effectively dealt with when parents, teachers and children work together. Any policy on bullying is strengthened when parents recognise and are willing to accept that their child is involved in a bullying incident, either as the victim or the aggressor, and are willing to work with the school to resolve the situation.

If your child tells you he/she is being bullied:

- listen patiently
- ask questions, but do it sensitively
- show your child that you care
- do not make promises you can’t keep (it is very important that your child knows that he or she can trust you. For example, if your child is reluctant to talk to you do not promise confidentiality in an effort to make it easier for the child to speak)
- tell your child that he/she has done the right thing by talking about what has happened, that bullying is wrong, and that those who are doing the bullying must change their behaviour, and
- inform, and work with, the school

TOGETHER WE CAN PROVIDE A SAFE AND HAPPY PLACE FOR CHILDREN TO LEARN IN!!

😊😊
ATTENTION ALL PARENTS!

TRAFFIC CONGESTION AT SCHOOL GATES

I strongly urge all parents to follow the traffic guidelines issued by the PTA when setting down or collecting children. Please see next page for recommended route details.

Traffic congestion of any kind at the school gates is putting the children’s safety at serious risk.

Please remember that safety and not convenience must be the guiding principle.

Thank you in anticipation of your support on this extremely important issue.

Head Teacher
Appendix 5 – Department Handbook

Click link below be holding down the control key.

http://www.eastlothian.gov.uk/downloads/file/6229/appendix_to_school_handbooks