



Dirleton Primary School

School Handbook

INTRODUCTION

I welcome this opportunity to supply you with information relevant to our school and hope that the mutual understanding, co-operation and partnership between parent and school can be further advanced through the publication of this booklet.

This booklet is intended to tell you something about the school, how it operates and how home and school can share in the learning of your child. If you wish to obtain further information or have some part more fully explained, you are very welcome to call into school to meet with me or a member of the staff team.

Learning is a lifelong process and we cannot stress enough the supremely important part played by a child's Parents/Carers in this process. We aim to work with you to encourage your child to perform to the best of his/her abilities.

Co-operation between home and school will ensure that your child will receive the full benefit of what they are learning.

We would very much like you and your children to enjoy school. Should anything stop that enjoyment, please contact us so we may help to remedy the matter.

Brian Moody
Head Teacher

INFORMATION ABOUT THE SCHOOL

NAME	Dirleton Primary School
ADDRESS	Chapelhill, Dirleton, East Lothian, EH39 5HE.
TELEPHONE/FAX	(01620) 850267
EMAIL	dirleton.ps@dirleton.elcschool.org.uk
WEBSITE	http://edubuzz.org/dirleton/
ROLL	82
DENOMINATIONAL STATUS	Non-denominational
TYPE OF EDUCATIONAL ESTABLISHMENT	Co-Educational

THE SCHOOL DAY

Primary 1 and 2

Monday - Thursday	8.55 - 10.30 (Morning Break) 10.50 - 12.25 (Lunch) 1.20 - 3.00pm
Friday	08.55 - 10.30 (Morning Break) 10.50 - 12.35pm



Primary 3, 4, 5, 6 & 7

Monday - Thursday	8.55 - 10.30 (Morning Break) 10.50 - 12.30 (Lunch) 1.20 - 3.30pm
Friday	8.55 - 10.30 (Morning Break) 10.50 - 12.35pm

Morning break for everyone is from 10.30 - 10.50am.

STAFF

Head Teacher	Mr Brian Moody	
Teacher	Miss Katie MacLean	P1/2
Teacher	Mr John Ludvigsen/ Mrs Hanne Robertson(Thurs)	P3/4
Teacher	Mr Ben Harris	P4/5
Teacher	Mrs Lynne Bowers/ Mrs Hanne Robertson (Fri)	P6/7
Learning Support Teacher	Mrs Kay Broadfoot	
Physical Education Teacher	Mrs Catherine Paterson	
Music Teacher	Mrs Mary McInroy	
Brass Teacher	Mr David Robb	
School Secretary	Mrs Elaine Campbell	
Playground Supervisor	Mrs Pamela Smith	
Classroom Assistant	Mrs Bernadette Wood (Monday, Tuesday, Wednesday and Thursday mornings)	
ASN Auxiliary	Mrs Melanie Richardson	
ASN Auxiliary	Mrs Ellen McCafferty	
ASN Auxiliary	Mrs Kerry Brown	
Dining Room Supervisor	Mrs Bernadette Wood	
Dinner Lady	Mrs Karen Skinner	
Janitor/ Cleaner	Mr Mick Skelly	

COMMUNICATION WITH PARENTS

We believe that the partnership between home and school is very important. We value the contribution parents can make to the life of the school.

- A welcome meeting takes place at the start of each school year. Parents have the opportunity to meet their child's class teacher, learn about the curriculum and class organisation.
- Parents are given the opportunity to meet with their child's teacher formally twice per session. Normally parents' evenings take place in October and March. School reports are issued in June.
- Parents are welcome to contact the school, at any time during the session to arrange a meeting with appropriate members of staff.
- Parents are invited to join the children for Friday morning assembly. This takes place every Friday at 9am and lasts approximately 30 minutes.
- The school has its own website which contains both information and has records of activities and events which have taken place. This is updated regularly with contributions from each class.
- School newsletters which contain update information, notices of events and arrangements etc. are produced on a monthly basis. These are sent out either via email or as a hard copy in school bags.
- The school will provide information updates via newsletters, email, school website and phone calls. The method used will depend on the nature of the update and the speed at which communication is required.
- Dirleton School Partnership Meetings
- School Concert/Nativity/a variety of other events depending on the class focus
- Curriculum evenings or forums held as necessary each year (related to our Development Plan)

PARENTAL CONCERNS REGARDING A CHILD

We appreciate that at times you may have some concerns or worries over what is happening at school. Often you may need some reassurance around a home learning task or your child has been upset about something and you want to find out more. In the first instance, the best person to speak to is the class teacher. If you wish to make an appointment to see them then call the school office and Mrs Campbell will organise this. Staff are often around at the end of the day and if this is suitable for both parties it gives another opportunity to discuss matters. Staff will

feedback any issues and discussion to the head teacher so he is fully informed of what is happening. Should you wish to speak with the head teacher, this can be done in the same way. We would much rather you discussed issues or worries with us at the time so we can work together to resolve this.

ATTENDANCE

If your child is absent from school due to sickness it is essential that you contact the school first thing in the morning. If we have not heard from you by 9.30 am we will contact you by phone to ascertain the reason for absence.

Parents are encouraged not to take holidays wherever possible out with term times. Parental co-operation in all aspects of behaviour and attendance is essential.

Punctuality: It is important that children arrive in school in time for the start of each session. If your child is going to be late, please phone or send a brief note to school. All late comings are now recorded on the school register. Co-operation is greatly appreciated in these matters.

OCCASIONAL AND EMERGENCY ARRANGEMENTS

If the school is to be closed, a letter will be sent to every home well in advance. Should it be necessary to close the school in an emergency, messages may be broadcast on local radio/school website/council website. No child will be sent home unless we are sure that a responsible adult is home. **To help this and for use in a medical emergency, please ensure that any changes of address or telephone number are given to the school and be certain to nominate a suitable relative or friend as an emergency contact.**

COMPOSITE CLASSES

Dirleton Primary School is and will always remain a composite school due to the fact that it has four classrooms. The make-up of the classes varies year on year depending on the number of children in each year group. Where a year group needs to be split this will be done according to age.

SCHOOL ETHOS

Our vision is to provide experiences of the highest quality for all pupils which will meet their educational, personal and emotional needs.

EDUCATIONAL AIMS

- We aim to provide breadth, balance, continuity and progression across the curriculum, working towards a Curriculum for Excellence.
- We aim to use a range of learning and teaching approaches in order to meet the individual needs of our pupils.
- We aim to develop positive attitudes and personal skills.
- We aim to have a sense of identity and pride in the school.
- We aim to provide a sufficiency and range of human and physical resources which are organised and accessible.
- We aim to be as professional as we can and work as a team.
- We aim to work with parents to teach pupils respect for themselves and each other.
- We aim to equip pupils with the skills, attitudes and expectations necessary to prosper in a changing society.
- We aim to share with parents information about the curriculum and their child's progress at School.



LINKS WITH THE COMMUNITY

Being part of the community is very important to us as a school. We have established strong links with Dirleton Kirk and Reverend Dr David Graham who supports in school with assemblies and end of term services in the church. We also have strong links with Dirleton Village Association and the Fete and Games Committee. We believe it is important that the school is actively involved in the community.

STANDARDS OF BEHAVIOUR

In Dirleton Primary School we place great emphasis on a child's personal and social development which is a fundamental aspect of the education of the whole child.

We aim to promote the awareness of the needs of others; values in society and for your child to take increasing responsibility of his/her own life. In achieving these aims children will be required to increase their knowledge and understanding about themselves, others, their immediate environment and the world they live in.

When a large group of children and adults work together in one building it is realistic to think that there may be difficulties with relationships from time to time. Children work well when there is a recognised framework where they know that there are limits to what is acceptable.

ANTI BULLYING

Dirleton Primary School aims to encourage, develop and work at building respectful, supportive relationships where everyone feels valued.



Bullying in all its forms has a detrimental effect on a person's self-esteem which may lead to feelings related to lack of self-worth, low self-image or self-confidence. It is also more likely to happen to people who are vulnerable and lack self-esteem.

Everyone, especially young people who may be less likely to assert themselves, should have an opportunity to talk to someone if they feel they are being bullied. They have the right to be listened to and taken seriously. It is everyone's responsibility to make sure this happens.

We aim to prevent bullying in the following ways:

- Through the curriculum
- Active collaborative learning
- Positive behaviour / Assertive Discipline programmes
- Peer support/ Peer mediation
- Home / school relationships

Our Anti-Bullying Co-ordinator is the Head Teacher Mr Moody. If you have any questions or concerns please do not hesitate to contact him.

PARENTAL INVOLVEMENT

Parents, carers and family members are by far the most important influences on their children's lives. By becoming involved in the life of the school, you can show your child that you value education as a lifelong learner and that their education is important to you. At the same time by sharing your knowledge, experience or skills you will be helping to make the school a successful, welcoming place supported by, and well connected with the local community. Parents and carers help our school in many ways; If you have any suggestions of how you may help us please ensure you speak with us.

PARENT FORUM and PARENT COUNCIL

The names of our Parent Council (DSP) Members:

Miranda Mayes	Chair
Sasha Spring/Pauline Black	Vice Chair
Mark Baird	Treasurer

DSP (Dirleton School Partnership) members can be contacted through the school office.

DIRLETON SCHOOL PARTNERSHIP

This meets regularly to discuss all aspects of the school. Agenda items can include the budget, staffing, policy discussion, school development and the appointment of senior staff.

Dates and times of meetings are placed on the school noticeboard, the school web site and in our newsletter. All parents and carers are welcome to attend. An AGM is held each year, usually in September.

FUNDRAISING GROUP

This is a sub-committee of the DSP. The main aims of the group are to organise social and fundraising events to support the school community. Although the group are well supported they would always appreciate any extra support. When events are taking place help and support is requested through the newsletter.

THE CURRICULUM



The classroom work in all local authority schools is based on Curriculum for Excellence. It encourages children to be **responsible** and to be **confident** and **effectively contribute** to their own learning and the learning of others. There is also an emphasis on celebrating the success of individuals both in school and out of school. Ultimately we are hoping children develop into **responsible citizens** and are ready to face the challenges of the 21st century. Teachers regularly attend training to develop their own teaching and to refine the school curriculum.

Curriculum for Excellence has now been 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 the jobs of tomorrow in an ever 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 general education, whatever their level and ability. Every teacher and practitioner is responsible for literacy and numeracy - the language and numbers skills that unlock other subjects and are vital to everyday life.

Curriculum for Excellence develops skills for learning, life and work to help young people go on to further study, secure work and navigate life. It brings real life into

the classroom, making learning relevant and helps young people apply lessons to their life beyond the classroom.

It links knowledge 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 is personal support to help young people fulfil their potential and make the most of their opportunities with additional support wherever needed. There is an emphasis 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.

Levels

The experiences and outcomes are grouped into **5 Levels** with **3 Levels** relating to primary school education.

EARLY the pre-school years and P1 or later for some.

FIRST to the end of P4, but earlier or later for some.

SECOND to the end of P7, but earlier or later for some.

The learning experiences and outcomes can be packaged in different ways appropriate to the individual. These are intended to provide personalised and varying programmes of learning so that a young person is secure at a level before moving on.

Learning in the school is based on a range of strategies, including investigating, problem solving and discussion, in addition to exposition by the teacher (or "direct teaching methods"), and often involves activities using a wide variety of materials. Each child will be assessed to determine his or her levels of work.

What do our Children say about Curriculum for Excellence?

- "It's about knowing what you have learned and what you are learning now and what you need to learn in the future"
- "Being more confident in what you do"
- "Thinking more about others when you are working in a group"
- "Teachers asking for feedback on their lessons - I like that."

A Curriculum for Excellence - what does it mean for my child?

- We will give your child the best possible start by working in partnership with you to develop their enthusiasm and confidence as learners, e.g. pre-school, nursery, and early years of primary school
- We will work together to ensure that your child is literate by the end of P6 (if a child can't read by that age their ability to access the rest of their curriculum is severely limited).
- We will ensure that your child develops confidence and competence in numeracy in all parts of their curriculum.
- We will maintain a strong focus on your child's health and well-being throughout their school career.
- Your child will get the chance to personalise their own curriculum to enable them to follow their own interests and passions.
- We will recognise and encourage your child's wider achievements - both in and out of school.

The curriculum is organised into 8 different areas:

- Expressive Arts
- Health & Wellbeing
- Languages
- Mathematics
- Religious & Moral Education
- Science
- Social Studies
- Technologies

EXPRESSIVE ARTS:-

Art, Music, Drama and Dance play an important part of our pupils' development. Through this part of the curriculum pupils are encouraged to shape, make sense of and express their personal experience, to develop their aesthetic awareness and their communication skills and to appreciate the importance of wellbeing physical, mental and emotional. The curriculum also helps them to learn about their heritage and their and other people's cultures.



In some areas of Expressive Arts the class teacher may have the support of a visiting specialist. We currently have a visiting specialist for music on a Wednesday morning. We also have a brass tutor who visits the school on a Friday morning.

On occasion, the context of the lesson is chosen by the teacher specifically to further the pupil's knowledge or skills in art, drama, fabric craft, music or physical education but in the main the work is related to other areas of the curriculum.

- **Art** - includes drawing, painting, pottery, printing, model making, etc.
- **Drama** - voice production, timing, body movement, use of space, mime, role-playing etc.
- Throughout school opportunities are given to the pupil to show his skills in public performance.
- **Music** - listening to music, using tuned and untuned percussion, composition, recorder instruction, brass instruction, music and singing.
- **Dance** - Through dance, learners have rich opportunities to be creative and to experience inspiration and enjoyment. Creating and performing will be the core activities for all learners, and taking part in dance contributes to their physical education and physical activity.

Experiences and Outcomes in Expressive Arts:

My learning in, through and about the expressive arts:

- enables me to experience the inspiration and power of the arts
- recognises and nurtures my creative and aesthetic talents
- allows me to develop skills and techniques that are relevant to specific art forms and across the four capacities
- provides opportunities for me to deepen my understanding of culture in Scotland and the wider world
- is enhanced and enriched through partnerships with professional arts companies, creative adults and cultural organisations.

Experiences in the expressive arts involve creating and presenting and are practical and experiential. Evaluating and appreciating are used to enhance enjoyment and develop knowledge and understanding.

HEALTH & WELLBEING:-

Learning in health and wellbeing ensures that children and young people develop the knowledge and understanding, skills, capabilities and attributes which they need for mental, emotional, social and physical wellbeing now and in the future. Each establishment, working with partners, should take a holistic approach to promoting health and wellbeing, one that takes account of the stage of growth, development and maturity of each individual, and the social and community context.

Experiences and Outcomes in Health and Well Being:-

I can expect my learning environment to support me to:

- develop my self-awareness, self-worth and respect for others
- meet challenges, manage change and build relationships
- experience personal achievement and build my resilience and confidence
- understand and develop my physical, mental and spiritual wellbeing and social skills
- understand how what I eat, how active I am and how decisions I make about my behaviour and relationships affect my physical and mental wellbeing
- participate in a wide range of activities which promote a healthy lifestyle
- understand that adults in my school community have a responsibility to look after me, listen to my concerns and involve others where necessary
- learn about where to find help and resources to inform choices
- assess and manage risk and understand the impact of risk-taking behaviour
- reflect on my strengths and skills to help me make informed choices when planning my next steps
- acknowledge diversity and understand that it is everyone's responsibility to challenge discrimination.

Physical Education - includes the following:

- **Gymnastics** - use of large and small apparatus to explore body movement and control.
- **Dance** - a variety of dance experiences - Expressive, National and Scottish Country is given.
- **Games** - In addition to general team games instruction is given in basketball, volleyball, badminton, etc.
- **Athletics** - coaching in various aspects.



At present the school has a PE specialist who works with the children on a Thursday morning. Much of the work we do is based on first-hand experience, involves activity and experiment and is concerned with understanding rather than merely remembering.

Swimming instruction is given at North Berwick Swimming Pool to pupils in Primary 4. This takes the form of ten weekly visits, normally at the beginning of August. At the end of the instruction pupils will either be given a further eight free swimming lessons or a pass entitling them to eight free swimming sessions at any pool in East Lothian.

Languages:-

The development of each child's language is pursued through an integrated programme of language work involving listening, speaking, writing and reading. Early reading material is based on the child's own natural language. To this is linked the child's writing combined with speaking and listening. Later on the child pursues his reading through appropriate fiction and non-fiction material. He also learns skills of comprehension and reference to help him understand more of what he reads and to assist him look for information. Alongside this will develop the necessary knowledge and 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 and the child will follow a programme, which will start with simple stories on to different forms of writing activities. Much emphasis will be laid on speaking and discussion. Activities such as drama will play a large part in this programme.



Our reading scheme in early years is Oxford Reading Tree, although children do much of their reading through Shared Text and cross curricular learning.

The importance of reading cannot be over stressed; it opens the doors to many other parts of school work as well as giving a great deal of pleasure as an activity. As well as sending a reading book home, we ask that you read for enjoyment with your child.

The purposes of language, which are listed below, are all to be regarded as important; they are not ranked in any order of priority. Language activities in schools will have the following purposes:

Listening:

- To obtain information and respond appropriately.
- To establish relationships and interact with others.
- To appreciate the feelings of others.
- To reflect upon ideas, experiences and opinions.
- To gain imaginative and aesthetic pleasure.



Talking:

- To convey information.
- To establish relationships and interact with others.
- To express feelings.
- To present, share, clarify and reflect on ideas, experiences and opinions.
- To gain imaginative and aesthetic pleasure.

Reading:

- To obtain information and respond appropriately.
- To appreciate the feelings of others.
- To reflect upon ideas, experiences and opinions.
- To gain imaginative and aesthetic pleasure.



Writing:

- To convey information.
- To express feelings.
- To order, clarify, record and reflect on ideas, experiences and opinions.
- To give imaginative and aesthetic pleasure.

MATHEMATICS:-

Mathematics plays an important role in our lives. It is used in everyday activities such as buying food and clothes, keeping time and playing games. Through applications developed in various historical and cultural contexts, mathematics has been one of the decisive factors in shaping the modern world. Mathematics continues to grow and to find new uses in science, technology, business and social life.



Mathematics can be seen as:

- A body of collected knowledge and procedures for working with patterns and relationships in number and shape.
- A powerful, concise and unambiguous way of organising, manipulating and communicating information.
- A means by which aspects of the physical and social world can be explained and predicted.
- An activity involving processes such as discovering, discussing, ordering, classifying, generalising, drawing and measuring.
- A source of challenge, satisfaction and pleasure.

All these views of mathematics are important. Mathematics is presented as a problem-solving activity supported by a body of knowledge, which will help our children understand the world about them and prepare them to act effectively in work, in recreation and in their roles as citizens.

Children's Mathematical Experience:

Pupils enter school as active thinkers, having already experienced mathematics informally handling objects, doing things in order, enjoying pattern. They may have some grasp of number, shape, direction and some skills in counting, measuring, sorting and sharing. They are not, however, conscious of mathematics as a discipline or as a discrete activity; it is embedded in their play and in everyday activities such as dressing, eating, shopping and travelling. As they grow older, children continue to learn some of their mathematics through recreation and daily life. At school, however, teachers will wish to plan their pupils' experience of mathematics with specific objectives in mind.

RELIGIOUS & MORAL EDUCATION:-

Experiences and Outcomes in Religious and Moral Education:

Learning in RME enables me to:

recognise religion as an important expression of human experience

- learn about and from the beliefs, values, practices and traditions of Christianity and the world religions selected for study, other traditions and viewpoints independent of religious belief

• explore and develop knowledge and understanding of religions, recognising the place of Christianity in the Scottish context

• investigate and understand the responses which religious and non-religious views can offer to questions about the nature and meaning of life

• recognise and understand religious diversity and the importance of religion in society

• develop respect for others and an understanding of beliefs and practices which are different from my own

• explore and establish values such as wisdom, justice, compassion and integrity and engage in the development of and reflection upon my own moral values

• develop my beliefs, attitudes, values and practices through reflection, discovery and critical evaluation

• develop the skills of reflection, discernment, critical thinking and deciding how to act when making moral decisions

• make a positive difference to the world by putting my beliefs and values into action

• establish a firm foundation for lifelong learning, further learning and adult life.

There is a statutory provision that enables you to withdraw your child from participation in religious observance if you so wish. Where a child is withdrawn from religious observance, suitable arrangements will be made for the child to participate in a worthwhile alternative activity.

SCIENCES:-

Experiences and Outcomes in Sciences:

Learning in the sciences will enable me to:

- develop curiosity and understanding of the environment and my place in the living, material and physical world

- demonstrate a secure knowledge and understanding of the big ideas and concepts of the sciences

- develop skills for learning, life and work

- develop the skills of scientific inquiry and investigation using practical techniques

- develop skills in the accurate use of scientific language, formulae and equations

- apply safety measures and take necessary actions to control risk and hazards



- recognise the impact the sciences make on my life, the lives of others, the environment and on society
- recognise the role of creativity and inventiveness in the development of the sciences
- develop an understanding of the Earth's resources and the need for responsible use of them
- express opinions and make decisions on social, moral, ethical, economic and environmental issues based upon sound understanding
- develop as a scientifically-literate citizen with a lifelong interest in the sciences
- establish the foundation for more advanced learning and future careers in the sciences and the technologies.

SOCIAL STUDIES:-

Our Social Studies Curriculum provides for the study of society at different times and different places. From the pupil point of view the Social Studies outcomes will develop as the pupil gains knowledge, skill and understanding.

Experiences and Outcomes in Social Studies:



Learning in the social studies will enable me to:

- develop my understanding of the history, heritage and culture of Scotland, and an appreciation of my local and national heritage within the world
- broaden my understanding of the world by learning about human activities and achievements in the past and present
- develop my understanding of my own values, beliefs and cultures and those of others
- develop my understanding of the principles of democracy and citizenship through experience of critical and independent thinking
- explore and evaluate different types of sources and evidence
- learn how to locate, explore and link periods, people and events in time and place
- learn how to locate, explore and link features and places locally and further afield
- engage in activities which encourage enterprising attitudes
- develop an understanding of concepts that stimulate enterprise and influence business
- establish firm foundations for lifelong learning and for further specialised study and careers.

TECHNOLOGIES:-



Experiences and Outcomes in Technologies:

Learning in the technologies enables me to:

- develop an understanding of the role and impact of technologies in changing and influencing societies
- contribute to building a better world by taking responsible, ethical actions to improve my life, the lives of others and the environment
- gain the confidence and skills to embrace and use technologies now and in the future, at home, at work and in the wider community
- become an informed consumer and producer who has an appreciation of the merits and impacts of products and services
- be capable of making reasoned choices relating to the environment, sustainable development and ethical, economic and cultural issues
- broaden my understanding of the role that information and communications technology (ICT) has in Scotland and in the global community
- broaden my awareness of how ideas in mathematics and science are used in engineering and the technologies
- experience work-related learning, and establish firm foundations for lifelong learning, and specialised study and careers.

It is important to remember that as children and young people play and learn they will develop an interest, confidence and enjoyment in ICT skills that can be transferred and applied in different learning contexts.

HOMEWORK

Dirleton Primary School recognises that there are several purposes of Homework. Among these are:

- allowing practice and consolidation of the learning that takes place in school
- providing opportunities for individual work
- training for pupils in planning and organising time
- developing good habits and self-discipline
- encouraging ownership and responsibility for learning
- providing information to parents
- providing opportunities for parental co-operation and support



Homework can give children extra practice, as required, in skills learned at school e.g. reading, writing, spelling and number. The extra practice can increase the children's speed and confidence and help them to remember what they have been taught.

It should also be noted that other activities such as play, sports, musical activities and personal interests are important for the all-round development of each child. All these activities will enhance each child's progress and should be actively encouraged.

Please note that the smallest amount of time spent, e.g. 5 minutes learning with your child can be as valuable as 5 hours, dependent upon your child's personality and the enjoyment of the shared experience. We all learn in different ways.

ASSESSMENT AND REPORTING

Assessment is an integral part of learning and teaching, helping to provide an emerging picture of a young person's learning and achievements as he or she develops across the four capacities. Assessment should be planned and used in ways which reflect the principles for curriculum design (challenge and enjoyment, breadth, progression, depth, personalisation and choice, coherence, relevance.)

Teachers' professional judgement about the progress children and young people are making and the point at which they should progress from one level to another are important features of learning and teaching approaches.

A pupil's progress is assessed in ways and at times appropriate to that person's learning needs. Judgements made about this learning are based on evidence from a broad range of sources, both in and out of school and referenced to a learner's progress over time, across a range of activities. The approach to assessment developed through Assessment is for Learning provides a sound platform to support this planning. Learning, teaching and assessment is designed in ways that reflect the way different learners' progress to motivate and encourage their learning. To support this, all learners are involved in planning and reflecting on their own learning, through formative assessment, self and peer evaluation and personal learning planning.

Teachers continually assess each pupil's work, judging how successful the pupil has been with current work and planning the next step. Although many of these assessments are made informally they are systematic and relate to levels and targets in the curriculum.

Wherever possible and appropriate children are taught in groups arranged according to ability or, if necessary, on an individual basis. This enables the curriculum to be tailored to suit the needs of each child.

INCAS & PIPS (PERFORMANCE INDICATORS IN PRIMARY SCHOOLS)

All schools in East Lothian use these standardised assessments to help us identify strengths and areas for development in children's learning relating to literacy and numeracy. The ethos of the assessment is to understand your child better so that the teachers can provide appropriate learning and teaching experiences. The assessments are computer based and are carried out at P1, P3, P5 and P7.

REPORTING TO PARENTS

Annually parents receive a report describing the pupil's achievements. In addition parents are encouraged to comment on the report and to seek further information in the course of parent teacher meetings which are held twice each year, October and March.

TRANSITIONS AND ENROLMENT

A child who attains the age of five years between 1st March in any year and the last day of the following February, shall be eligible for admission to primary school on the first day of the autumn term which will be known as the commencement date.

In November of each year an advertisement will be placed in the press, advising parents of any child eligible to begin primary education that they should, by a specified date:

- a) enrol their child at the district school
and also if desired
- b) submit to BUSINESS UNIT, DEPARTMENT OF SERVICES FOR PEOPLE a "Request for Enrolment in a Non-District School" form. These are available from any primary school.

Please note that it is necessary to bring your child's birth certificate and your Council Tax Assessment letter as proof of their current home address.

New Entrants: Before a new school session begins, parents of new entrants are invited to bring their children to school on a pre-arranged afternoon towards the end of the summer term to meet their class teacher and so that they are to some extent familiar with their surroundings when they begin in the new session. We have found this a very worthwhile exercise for both parent and child.

Pupil Placement: Normally children attend the catchment area school known as the district school. If you wish your child to attend a non-district secondary school, information will be sent to your home address when your child is in P7. It should be noted that attendance at a feeder primary does not mean transfer to the attached secondary school.

Secondary School: Pupils normally transfer to North Berwick High School, Grange Road, North Berwick, (Tel: 01620 894661) on completion of seven years primary education or on attaining the age of twelve years six months at the date of transfer. Parents will be informed of transfer arrangements by December of the pupil's last year in primary school.

Visiting the School: Parents who are offered, or are seeking a place in the school for their child, are invited to contact the school to arrange a suitable visiting time. Once your child has secured a place with us, our transition programme allows the children opportunities to work in the classroom with the teacher before coming into P1. Details of this will be sent to parents and carers in April.

SUPPORT FOR PUPILS

Pupils requiring some extra help will be supported with their learning in class and often receive further support from the Support for Learning Teacher. This may be for a short term block or more extensive intervention. Parents and carers will now be informed by letter should your child receive any support and given the opportunity to discuss this with the head teacher or the Support for Learning Teacher.

PUPILS WHO HAVE ADDITIONAL SUPPORT NEEDS

Some pupils may have additional support needs. They may work with the Support for Learning Teacher or be timetabled for additional support with the classroom assistant.

The Educational Psychologist who works with the school may be asked to assess or work with a particular child. This would not happen without the written agreement of parents.

Where appropriate, and in consultation with parents, pupils may be referred to outside specialists eg speech and language therapists, paediatricians.

If you have any concerns regarding your child please speak to the head teacher.

SCHOOL IMPROVEMENT

Staff, parents and pupils are involved in an annual audit. This is done through questionnaires, post it feedback, group discussions and on line surveys. Results and evidence are collated and form the Standards and Quality Report.

From this, areas for development are identified. These form the School Improvement Plan.

Areas of development for 2014 - 2015 include embedding Curriculum for Excellence fully into practice, maintaining and grow the school orchard, extending links with the wider community and global community, developing consistency and active learning in literacy & numeracy across the school and Developing the use of ICT to enhance learning across the curriculum.

We continue to work in partnership with schools in our cluster which allows us to work collaboratively on areas of the curriculum and maximise improvements.

Copies of the Standards and Quality Report and School Improvement Plan are available on request from the school office in paper format.

SCHOOL POLICIES

Dirleton Primary School has a number of policy documents covering curricular areas and all aspects of the school. Hard copies of these are available on request from the school office or can be emailed electronically. Over the school year we will be looking at making these available on line. Parents, Carers, Pupils and staff will all be involved in the writing and consultation process when new policies are being introduced.

EDUCATIONAL EXCURSIONS

It is usual for classes to undertake educational excursions as part of their class work. Parents/Carers are asked to contribute part of the cost. Letters are sent out prior to each trip. No child will be denied an outing due to family's financial circumstances. If there is a problem, please contact the school and suitable arrangements will be made.



Parents/Carers are often asked to accompany classes on trips and for other activities. This help is very welcome and I hope you will be able to help out sometimes. Some visits are made on foot within the village/local area. These are used as an extension of the classroom work.

ACTIVE SCHOOLS / AFTER SCHOOL CLUB PROGRAMME

Active Schools East Lothian offers school aged children the motivation and opportunities to adopt active, healthy lifestyles throughout their school years and into adulthood. They do this by supporting and sustaining a network of volunteers, coaches, leaders and teachers who in turn deliver extra-curricular physical activity and sport before, during and after school and in the wider community. Parents and Carers can get involved through the Fit to Coach Programme. For more information please contact Sarah Campbell our Active Schools Coordinator at the following email address scampbell@eastlothian.gov.uk

In addition to this, the school has its own After School Club Programme with various activities running throughout the year. These activities are fully organised and run by parents. This is reviewed on an annual basis following feedback from both pupils and parents.

OUTDOOR EDUCATION

Outdoor Education is provided to schools through the East Lothian Outdoor Education Service based at the Education Centre in Musselburgh. The aim of the service is to provide first class experiences of outdoor education



for schools and other groups and to offer a support and advice service for outdoor activity in East Lothian.

At times during the session a programme of outdoor activities is pursued to give the children a "taste" of orienteering, dinghy sailing or canoeing and hill walking.



Each year Primary 7 are given the opportunity to spend a few days at an Outdoor Centre.

CULTURAL AND COMMUNITY DEVELOPMENT

We established Children are able to borrow one or two books at a time. These books can be taken home.



A specialist brass teacher visits the school every Friday morning. He teaches a number of senior pupils.

We regularly have visits from specialist drama/ music teachers who provide a work shop which enhances a class project.

SCHOOL LUNCHES AND MID MORNING MILK

School meals are delivered daily to the school from Gullane primary School kitchen.



The cost of a school lunch is £1.90 per day (£7.60 per week). If payment is being made by cheque these should be made payable to East Lothian Council. The pupils have a choice of two hot meals each day. A vegetarian option is always available. Pupils are able to eat packed lunches in the dining room alongside their classmates and outside, weather permitting.

Free School Meals .

Further information and an application form can be obtained from the school or from the Department of Education & Children's Services, Inclusion & Equality, John Muir House, Haddington, EH41 3HA.

School Milk: It remains the policy that milk is to be made available in schools for consumption by pupils at the mid-morning break. The charge is reduced by the School Milk Subsidy which is received by East Lothian Council from the European Community.

An annual payment can be made at the start of the school year or payments made at the beginning of each term (you will be informed of the amounts and dates for payments).



Snack: All children can bring a snack to school for break. Any food item containing nuts is not permitted due to possible allergies within the school.

Children are allowed to bring a drink to school, however we would ask that no glass bottles or fizzy drinks are permitted.

Promoting Healthy Eating - Free Fruit: Primary 1 and 2 children are offered free fruit every Monday, Tuesday, Wednesday and Thursday. This is normally consumed at morning break.

Tuck Shop: As a Healthy School, we have a healthy tuck shop where children can purchase healthy snack items from 5p each.

UNIFORM

Although uniform is not compulsory the school does expect a neat and tidy appearance with emphasis on appropriate school colours. With this in mind the following dress code is encouraged:

Red sweatshirt - available from the Tesco school uniform website

White polo shirt - available from Tesco school uniform website

Black or grey trousers/shorts or skirt/pinafore

Red check dress

School shoes



Earrings have proved to be dangerous at times and as such we discourage the wearing of any earrings. If ears are pierced, a small stud can be worn but must be removed for all PE and sports activities. Any other earrings should not be worn to school. Jewellery and make up are not seen as part of school dress code.

It is always a good idea to name each item of clothing your child wears to school.

Physical Education Kit: PE Kit, i.e., a change of soft indoor shoes, shorts, polo shirt or tee shirt, should be clearly marked with your child's name and kept in a clearly named bag on your child's peg Monday to Friday, every week. The children will be informed in advance if other footwear or jogging bottoms are required for specific activities.

Assistance with Provision of Clothing and Footwear: Parents who wish to apply for assistance should complete an application form. These can be obtained from the school or Pupil Support, Education & Children's Services, John Muir House, Haddington, EH41 3HA.

MEDICAL AND FIRST AID

Throughout your child's years at primary and secondary school, a team of specialist Health Service and Education Department 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 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/carers 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.

The school nurse carries out regular inspections of groups of children, gives advice on health and hygiene, tests eyesight from time to time and works with the school



doctor. The attention of the doctor is drawn to any possible problems, and Parents/Carers and the family doctor are informed if any further action is considered necessary. A hygiene aide or nursing auxiliary may help the health visitor or school nurse. The health visitor and school nurse also acts as an important link between home and school.

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

Any enquiries concerning the provision of **dental services** should be made to the Chief Administrative Dental Officer, Lothian Health Board, 11 Drumsheugh Gardens, Edinburgh EH3 7QQ (Telephone: 0131 225 1341).

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.

First Aid: Minor mishaps e.g. grazed knees etc. will be given first aid on the spot by a member of staff. If an injury or illness is more serious, it is the school policy to contact parents who can take the child home or to the Doctor/Hospital. It is vitally important to let the school know of any change of address, telephone number or emergency contact. Please send a note to the class teacher so that someone can be contacted at all times if needed.



Medicines: If your child has to take medicine and it has to be given at school, the Authority require you to complete a form 'Administration of Drugs' which when completed will allow the school to give the medicine to your child at the appropriate time. The form can be obtained from the school office.

Hearing Tests: Hearing tests are carried out in school for each child at the ages of five, eight and thirteen years. Significant defects have follow-up testing. Results, if abnormal, are reported to Parents/Carers, teachers and family doctors.

Head Lice: The Scottish Government has issued new advice about head lice infection. This is based on a report, the 1998 Stafford Report, 'Guidelines on the Diagnosis and Treatment of Head Lice'. For your information, I have set out the main aspects of this new advice.

- The responsibility for checking for, and dealing with, head lice infection will lie with parents or carers



- Neither the school nurse, nor any other member of the school staff will check for, or deal with head lice infection.
- The school will not issue letters alerting you to head lice infections in your Child's class. Head lice infections are now so common that such letters could be issued on a daily basis.

If any member of the school staff notices that a child has a head lice infection, they will inform the Parents/Carers of that child. Because infections are now so common, you should check your child's hair on a weekly basis.

A 'Bug Busting Kit' is now available for prescribing by health professionals. Only one kit is required for a family and it is reusable. The kit, which includes an illustrated guide and combs, is available from some pharmacies and by mail order from:

Community Hygiene Concern (Charity Reg. No. 801371), 6-9 Manor Gardens, London,
N7 6LA

Help Line: 020 7686 4321 Internet: www.chc.org

If Parents/Carers have any enquiries relating to any issues other than above please contact the school directly or the Scottish Executive Health Department, Women and Children's Unit, St. Andrews House, Regent Road, Edinburgh EH1 3DG.

PLAYGROUND SUPERVISION

When pupils are at school, the responsibility for their safety rests with the Council. The Head Teacher and staff (including playground supervisor) undertake this responsibility as the Council's representatives. 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.

EAST LoTHIAN COUNCIL
DEPARTMENT OF EDUCATION & CHILDREN'S SERVICES
SESSION DATES 2014/15

TERM 1	Staff In-service Day 1 (Primary & Secondary staff)	Monday	18	August	2014
	Staff In-service Day 2 (Primary & Secondary staff)	Tuesday	19	August	2014
	Extra in-service day (Nursery, Primary & Secondary staff)	Wednesday	20	August	2014
	ALL Pupils Resume	Thursday	21	August	2014
	Autumn Holiday (Schools closed)	Friday	12	September	2014
	Schools closed	Monday	15	September	2014
	All Return	Tuesday	16	September	2014
	All Break	Friday	10	October	2014
	Staff In service Day 3	Monday	20	October	2014
	Pupils Resume	Tuesday	21	October	2014
	Term Ends	Friday	19	December	2014
TERM 2	All Resume	Tuesday	6	January	2015
	All Break	Friday	13	February	2015
	All Resume	Monday	23	February	2015
	Pupils Break	Wednesday	1	April	2015
	Staff In service Day 4	Thursday	2	April	2015
TERM 3	All Resume (Staff and Pupils)	Monday	20	April	2015
	May Day (Schools closed)	Monday	4	May	2015
	All Resume	Tuesday	5	May	2015
	Staff In-service Day 5	Monday	18	May	2015
	Pupils Resume	Tuesday	19	May	2015
	Term Ends	Friday	3	July	2015
Provisional 2015/16					
	Staff Resume	Monday	17	August	2015

EAST LoTHIAN COUNCIL
DEPARTMENT OF EDUCATION & CHILDREN'S SERVICES
SESSION DATES 2015/16

TERM 1

Staff In-service Day 1	Monday	17	August	2015
Staff In-service Day 2	Tuesday	18	August	2015
Pupils Resume	Wednesday	19	August	2015
Autumn Holiday (schools closed)	Friday	18	September	2015
Autumn Holiday (schools closed)	Monday	21	September	2015
All Return	Tuesday	22	September	2015
All Break	Friday	9	October	2015
Staff In-service Day 3	Monday	19	October	2015
Pupils Resume	Tuesday	20	October	2015
Term Ends	Friday	18	December	2015

TERM 2

All Resume	Tuesday	5	January	2016
All Break	Friday	12	February	2016
Staff In-service Day 4	Monday	22	February	2016
Pupils Resume	Tuesday	23	February	2016
All Break	Thursday	24	March	2016
Good Friday - 25 March 2016				
EasterMonday - 28 March 2016				

TERM 3

All Resume (Staff and Pupils)	Monday	11	April	2016
May Day (Schools closed)	Monday	2	May	2016
All Resume	Tuesday	3	May	2016
Staff In-service Day 5 (pupils off)	Monday	23	May	2016
Pupils Resume	Tuesday	24	May	2016
Term Ends	Friday	1	July	2016

Provisional 2016/17

Staff Resume	Monday	15	August	2016
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