



Macmerry Primary School Handbook

2019-2020

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WELCOME TO MACMERRY PRIMARY SCHOOL

The aim of this handbook is to let parents and carers know about our school. The handbook will help you to prepare your child for starting school here in Macmerry and will also be a useful reference to keep you informed as your child progresses through school. This handbook will tell you about our values, our aims, our expectations for our children and how parents support the life of the school. There is a lot of information about contacts, supporting agencies, our curriculum and teaching and learning throughout the school. We value the partnership of parents and carers and recognise that as a community we can best support our children and fit them for a healthy, successful life. We look forward to welcoming you and your child to the school community.

INFORMATION ABOUT THE SCHOOL

Macmerry Primary School is a non denominational state school for boys and girls from Primary 1 to Primary 7. There are currently 114 children in the school.

The school also has a self-contained nursery for up to 30 children.

There are two classrooms downstairs for younger children with a joint open plan area, a further downstairs classroom and three classrooms upstairs for the older pupils. We also have a large general purpose room which is used for small group work. We have a school library and a gym hall. Another small room is used for working with individual children in a quiet space. School meals for school and nursery are served in the dining hall. We have disabled toilets in school and a lift to access the lower ground floor of the assembly hall. We have a lift for disabled pupils to access the first floor.

There are currently six classes. We often have composite classes. This year our classes are P1/2, P2/3, P4, P5, P6 and P7. The maximum number for a registered composite class is 25 pupils. The make up of classes is dependent on the number of children in school. We follow East Lothian Council Policy when allocating pupils to classes. All classes, whether composite or not, contain pupils of different abilities and levels of development. Teachers are expert in how to structure learning for pupils of differing abilities and composite classes don't pose any greater challenge than single-year classes. We know that friendship groups are important and we encourage children to mix with their friends at break, through whole-school or stage events.

Our school grounds are spacious and provide both hard surface and grassed areas for play. A Trim Trail, generously provided by the PTA, is sited on the grassed area. There are lots of opportunities to play and learn in the outdoors. We enjoy planting and growing vegetables and observing the seasons, plant and animal life in our own grounds. The nursery class has an enclosed area for play.

STAFFING

Head Teacher	Mr Jonathan Revell
Principal Teacher	Mrs Jackie Gentil
Class teachers	Ms Joanne Power (P1/2 Tuesday-Friday) Miss Sara Forshaw (P1/2 - Monday) Miss Rachel Hughes (P2/3) Mrs Anne-Marie Burgess (P4) Miss Maddy Weir (P5) Miss Sam Todd (P6) Miss Laura Yarwood (P7)
Nursery staff	
Senior Early Years Practitioner	Mrs Fiona Dryburgh
Early Years Practitioner	Mrs Pauline Govan
Early Years Practitioner	Miss Melanie Hymers
Early Years Practitioner	Mrs Jennifer Welsh
Early Years Practitioner	Mrs Emma Govan (Part-time)
PE Teacher	Mrs Susan Holigan
Music Teacher	Mrs Laura Matuszak
Business Support Administrator	Mrs Susan Guiney is often your first point of contact at the school office or by telephone 01875 610234
School auxiliary	Mrs Joanne Fairgrieve
ASN Auxiliaries	Mrs Nicola Dickson Miss Tracee Wason Miss Jane Lindsay
Classroom Assistant	Mrs Julie Fraser
Janitors	Mr Dougie Patterson / Mrs Louise Keagan
Dining Room Supervisor	Mrs Karen Ritchie
Dining Room	Ms Jennifer Thomson

Staffing is subject to change since personnel may vary from year to year. The Principal teacher supports the HT in the management of the school.

Our contact details are:
Macmerry Primary School
Main Road
Macmerry
By Tranent
EH33 1QA
Tel: 01875 610234

Also you can find about and contribute to life in school at:
**[www. edubuzz.org/blogs/Macmerry](http://www.edubuzz.org/blogs/Macmerry) and you can follow us on
Twitter @Macmerry Primary**

ENROLMENT

a)New Primary 1 Pupils

Parents of eligible children will be invited to enrol their child for P1 in November. Parents will be contacted or provided with information at nursery. If parents are unable to attend at the arranged time they should contact the school office for alternative arrangements.

Parents of children who live outside the catchment area should request a non district application. Parents who live outside the catchment area for this school must apply in writing to the Council, before enrolling here.

b)Other Stages

Parents will be given information about the school. Parents must see the Head Teacher before a non-district pupil can be enrolled.

We will endeavour to have new children visit the school before they begin.

Pupil Placement at Secondary School

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 an associated primary does not mean automatic transfer to the attached secondary school.

Nursery

To apply for a place in an East Lothian Council nursery you should complete a [nursery application form](#), around the time your child turns two years old. The nursery application form is also available from any East Lothian nursery school/class. You will be asked to list, in order of priority, up to three nursery choices. The completed form should be submitted to your first choice nursery. Please note that an allocated nursery place does not guarantee your child a P1 place if this is not your catchment school. Thereafter applications are handled centrally but once places are allocated we will be in touch with starting arrangements.

COMMUNICATION WITH PARENTS

In Macmerry Primary we encourage parents to come into school and to maintain good communication with us. Please keep us up to date with your contact details.

We have a Curriculum Evening in September for parents to meet their child's new teacher and share teaching and learning in class with parents. We send termly newsletters by e-mail. Quick notes and letters are also issued. Teachers will often phone home for a quick word to share successes and any concerns. Parents are invited to class assemblies. There are two parent consultations per session in which children can share their learning and take part in discussion about their progress. Parent helpers are welcome in class and especially on school trips.

Twitter is a vital part of sharing our learning with parents.

Class teachers are usually available for a quick word at the start and end of the day. If you are unable to pop in please just phone or email and we will try to speak to you or make an appointment as soon as possible.

SCHOOL DAY

Classes begin at 8.50a.m.

Morning break is from 10.30a.m. - 10.45a.m.

Lunch Break (P1/P2s) is from 12 noon - 1.15p.m.

Lunch Break (P3/7) is from 12.30p.m. - 1.15p.m.

Dismissal is at 3.15p.m. on a Monday – Thursday for P1-P7 and 12 noon on a Friday for P1/P2s and 12.30 pm. on a Friday for P3-7.

Punctuality is a life skill which we encourage – if you do arrive late, please sign in at the school office so that we know your child is in school.

PLAYTIME AND LUNCHTIME

We encourage our children to play and be active at break. There is adult supervision in the playground at morning and lunch break. P7 pupils organise and serve at the healthy tuck shop where snacks such as fruit, oatcakes and breadsticks are sold. Children are able to buy these at the start of morning break.

We ask all children to come to school appropriately dressed and especially to have an outdoor coat. We will go out to play even in wet weather though in severe weather we will supervise the children indoors. In severe weather children remain in classrooms or in the dining hall. P7 pupils assist school staff on a rota basis to supervise classes indoors at break. School management and support staff supervise classes. Pupils may eat their snacks in class and play with school games.

School meals are cooked at St Martin's Primary in Tranent and transported here. Meals are served Monday to Thursday. Free school packed lunches are provided on

Fridays. Children who choose to bring a packed lunch eat them in the school dining hall. In good weather children may eat packed lunches outside at the picnic tables. Each morning children having school lunch make their choice from the East Lothian menus which are advised throughout the year to parents and are available on the council and school websites. We operate a colour band system to help the children remember their choice and to allow the cook to prepare the correct numbers of each dish. This ensures that each child, no matter what lunch sitting, receives the meal of his/her choice. It is a good way to make sure our children eat up and at the same time helps reduce food being wasted. From August 2015, meals are free to all children in P1-P3. Please ask at the school office for a form if you wish to apply for assistance with school meals, milk or uniform. See Free School Meals. The current cost of school meals is £2.05.

DAILY ATTENDANCE PROCEDURES

Parents must phone or send in a note to school each morning of a child's absence by 9am. The school has a dedicated absence answer machine so you may leave a message to let us know of absence. Please let us know the reason your child is absent. The school will then check contact has been made for each absent child. If we have not heard from you we will phone to check on your child. Should we be unable to make contact we may pass this information to East Lothian Council Duty Integration Team. This policy is to ensure the safety of our pupils. It is important that you keep us up to date with all contact numbers. If your child has been sick or had diarrhoea they should be 48hrs clear before they return to school in order to avoid passing children's bugs on.

Holidays in term time are strongly discouraged and will be, in almost all cases, unauthorised absence. Where parents choose to take children out of school on unauthorised holiday the school will **not** provide homework or extra work.

EMERGENCY SCHOOL CLOSURE

In the unlikely event the school is unable to open we will send a text to all parents and post an announcement on our school Twitter feed. East Lothian Council website www.eastlothian.gov.uk will also give information on school closures. You are also advised to listen to local radio. If the school has to close during the school day we will contact parents and children will only be allowed to leave school when we are satisfied that they are collected by an adult.

IF YOU ARE WORRIED OR HAVE A CONCERN

In the first instance please speak to your child's teacher and/or the Head Teacher. Often a little concern can be dealt with right away. You can telephone or email the school to talk to us or to make an appointment. Most complaints can and should be resolved at school level. We will always ask you how we can help and what you would like us to do. If you remain dissatisfied, the school follows East Lothian

Council's complaints procedure as outlined in "Feedback: How to make a comment, compliment or complaint about a Council service". You can obtain more information on the council website.

School Vision, Aims, Values and Context



Vision

We see a school where all pupils have opportunities to be the best they can be.

We see a school where all our pupils are treated with respect and dignity; where everyone values these principles.

We see our whole school family working in partnership within a vibrant learning community to make a difference.

Values



We want to create an environment which is caring, inclusive and fair where ALL children are encouraged to reach their full potential



We respect and look after each other and the world around us



We believe our school should provide us with challenge and engage us in our learning



We believe in equal opportunities, we respect diversity and value the special contribution everyone can make

We promote a respect for the environment through Learning for Sustainability and learning outdoors. We participate in learning about Rights of the Child and Fairtrade. We work closely with our partner schools in the cluster. We celebrate our achievements at assembly with certificates for weekly achievements. We encourage all children to be responsible for their learning and to play an active part in all aspects of school life. We encourage full attendance at school and excellent behaviour with rewards for classes. We have visits from the local Church of Scotland minister. The local Rainbows and Brownie Associations meet in our school. We work closely with the Active Schools Co-ordinator to support children accessing sports clubs. In our own school we often have after school activities, e.g. basketball, code club, science club , lego and dance have all been offered in the past. These are subject to change depending on availability and interests of staff and children.

ON TIME

Please arrive on time. If you are late, you miss some of the work and it disturbs the rest of the class.

SCHOOL BOOKS AND JOTTERS

Please take care of books and things belonging to the school. This helps to keep things in good condition for the next class.

YOUR BELONGINGS

It is very helpful if your school ties, jerseys and gym shoes are named.

Keep your P.E. kit in a bag on your peg.

It is safer to keep your toys at home in case there is an accident at school and they get broken.

POSITIVE BEHAVIOUR

At Macmerry Primary we have 3 school rules:

Be Ready

Be Respectful

Be Safe

Most children behave well and follow these for most of the time. If a child does make the wrong choice, then you need to know what may happen:

- a reminder
- a warning
- a phone call home

- kept in at Break or Lunch time
- sent to the HT or PT

Parental support is essential in maintaining good discipline and parents may be asked to support rewards or sanctions at home. In the event of a serious breach of school discipline parents are called to the school or receive a formal letter. Serious incidents also require to be recorded. A leaflet about our new positive behaviour blueprint, “#bestwecanbe @ Macmerry” has recently been sent home to all parents and is available from school.

PLAYGROUND BEHAVIOUR

Adults supervise the playground at break and lunchtime. They are there to help you to play happily together. They will also look after you if you fall, or if you feel sick.

We ask you to treat others as you would like them to treat you.

If someone upsets you in the playground, we ask you to tell an adult at once.

ANTI-BULLYING POLICY

East Lothian Council has an anti-bullying policy. Incidents of bullying are recorded as part of that policy. We aim to use a restorative approach to help pupils solve any problems of bullying behaviour. We have pupil buddies in school and teach social skills through our Health and Wellbeing curriculum in class and at whole school assemblies. The most important lesson that we must teach all parties is that bullying behaviour is not to be tolerated and telling an adult is the first step to getting help. We value the support of parents in addressing any such problems.

Bullying incidents are recorded.

WHAT IS BULLYING?

Bullying can take the form of name-calling, physically hurting or leaving somebody out. Bullies may pick on issues of size, gender, age, sexuality, race, disability and/or religion. All forms of bullying are wrong. Bullying behaviour at Macmerry School is not acceptable in any form.

The most common forms of bullying behaviour are name-calling, physical attack and exclusion from a group.

HOW WE STRIVE TO REDUCE INCIDENTS OF BULLYING BEHAVIOUR

At Macmerry Primary we endeavour to do this in the following ways:

- aspects of good behaviour such as respecting others, are regularly re-inforced by class teachers in Health and Wellbeing and circle time sessions;
- playground supervision is provided;
- the school takes part in anti-bullying activities as part of the yearly curriculum;
- the unacceptability of all forms of racism and discrimination and our procedures in place to combat racist and discriminatory behaviour is made clear by all class teachers;

- the issue of racist behaviour, discrimination and all forms of bullying is the topic of some of our Assemblies;
- we listen to every child when they come to us to report an incident;
- we ensure that all reported incidents will be acted on;
- we are constantly saying to the pupils that they MUST TELL if there is a problem.

WHAT ACTION IS TAKEN WHEN INCIDENTS ARE REPORTED?

RACIST INCIDENT

In the event of a reported incident of racist bullying, an investigation will be conducted sensitively. Pupils reporting racist incidents are consulted and as far as possible their wishes for dealing with the incident(s) respected so they can feel involved and in control and are therefore more likely to report future incidents. They are also given feedback and the issue is regularly revisited to ensure no reoccurrence, if the pupil so wishes.

The victim is counselled and assured that the incident will be treated seriously.

The views of the pupil are considered when deciding on action to be taken.

Pupils displaying racist behaviour are helped to understand the unacceptability of their actions.

Parents are kept informed where incidents are serious and/or repeated.

Help, support and counselling will be given as appropriate to victims, bullies and parents. Bullies may need help just as much as the 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 HT or Principal Teacher.
- 2 Parents informed.
- 3 Plan of action drawn up and put into operation.

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 that he/she is being bullied:

- listen patiently
- ask questions, but do it sensitively
- show your child that you care
- do not make promises that 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, as you may have to tell - the school for instance).

- tell your child that he or 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.
- inform, and work with, the school.

PARENTAL INVOLVEMENT

Parents are the first teachers. We know that children who are well supported by their parents do best in educational outcomes. Everyone in Macmerry wants the best for their own child and each and every child in our community. We believe that it takes a community to raise a child and that our children are the future of our community and indeed of our nation.

Parental involvement ranges from simply sending your child to school every day well prepared, returning notes, helping with homework to attending events and celebrations, helping in classes, volunteering with school tasks, gardening, answering questionnaires, or taking on a specific role. Every little helps and we understand that parents are busy people with other family commitments, younger children and work commitments. We are fortunate to have supportive parents who help us on trips or special events. Parents, friends and community are very welcome in school as volunteers too. It is a great way to get to know people, to gain experience and just to spend time with the children. If you have a skill or interest or just another pair of hands do come in.

MACMERRY PARENT COUNCIL

Macmerry Parent Council (MPC) represents the parents and carers, otherwise known as the parent forum, of Macmerry Primary School children.

Parent Councils are a collective voice representing the views of the parent forum. Both the parent council and parent forum can work together to make children's "path to the future" smoother. The Head Teacher attends all the meetings and the local councillors regularly attend, thus giving a wider view of things throughout the authority.

We work hand in hand with the school, supporting education and the curriculum in any way we can. Parents/Carers are welcome to attend our meetings. We value your input/feedback/comments and suggestions.

We meet twice each term in the school and are also given the opportunity to attend authority meetings and a variety of training sessions. We are always keen to welcome new members and if you would like to know more or contact us then you can do so using any of the methods below:

- Leaving a message at the school office or with any member of staff
- By e-mailing macmerryparentcouncil@eastlothian.gov.uk

MACMERRY PARENT TEACHER ASSOCIATION

The PTA is run by a group of hard working and dedicated parents who together provide many of the extra curricular activities for the kids throughout the year, as well as raising funds to provide for all those 'extras' that help to make school life that little bit better.

We also help out at many of the school events throughout the year, including Parents' Evenings, Sports Days and Coffee Mornings. We would be delighted to welcome some new faces to the PTA – we are a small group and are always looking for fresh faces and new ideas – if you fancy joining us then why not come along to our next meeting? Even if you can only help out now and again, we would love to hear from you – all and any offers of help are greatly appreciated!

You can contact PTA members through the school office or any teacher or keep up to date by visiting <https://www.facebook.com/MacmerryPrimarySchoolPta>

PUPIL VOICE

There are many ways in which the pupils contribute to the life of the school and by which they can help to make decisions about appropriate matters.

Children have roles of responsibility in the school. They may be voted in as House Captains or Vice-captains by their peers; they may be part of a committee or have a responsibility for a specific task- tuck-shop, litter collecting, fund-raising. These roles may change and adapt according to topical issues or to meet a need within the school.

Children are expected to play an active role in their class and in leading their learning.

LOCAL LINKS FOR PARENTS AND FAMILIES

In Macmerry 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.

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

SUPPORTING YOUR CHILD'S LEARNING

Each term the HT newsletter will include a paragraph from all class teachers detailing the main learning planned for the class, topics to be covered and practical details such as homework and reading group days for your child. From P1-P7, each child has a Digital Profile with their targets and evidence of their achievements and this forms part of how they introduce themselves to their new secondary school, normally, Ross High School. Parents also have the opportunity to send in information and achievements from out of school to be included in these growing records. Each child also has a personal learning portfolio or learning story in nursery.

ADDITIONAL SUPPORT FOR LEARNING

In Macmerry if we feel your child needs a little extra support we will usually contact you by letter and let you know what we plan to do and why and ask for your permission. Often this is simply that your child will receive a little extra focused help from a member of the support staff on an individual or group basis. We also invite parents to school to discuss learning and support and together we agree what school will do and what home can do. Sometimes together we may decide to ask for further advice or support from a range of agencies such as the school Educational Psychologist, the school nurse, speech and language therapists, occupational therapists and/or health and social services. You will always be asked for your consent to do this and to share information with other supportive agencies. This process is referred to as a Child Planning meeting. The child's needs are considered under the wellbeing indicators of safe, healthy, achieving, nurtured, active, respected and included. An action plan will be prepared and a lead person for you to contact will be included on the plan which you will receive after the meeting. If you think your child has additional support needs at any time, then please ask for an appointment with your child's class teacher or the HT.

SCHOOL CURRICULUM

Macmerry Primary follows the principles and practice of the Curriculum for Excellence. This 3-18 curriculum aims to ensure that all pupils will be successful learners, confident individuals, responsible citizens and effective contributors. These four main aims are referred to as the Four Capacities and underpin the work that we do in school. The curriculum is based on the eight subject areas of: languages, mathematics, health and well being, social studies, expressive arts, sciences, religious and moral education and technologies.

The curriculum is expressed in learning experiences and outcomes for learners. The principles of challenge and enjoyment, breadth, progression, depth, personalisation and choice, coherence and relevance inform the learning at Macmerry Primary. Pupils will be encouraged at all stages to think about why they are learning a particular topic and how associated skills can be used in real life and in other areas across the curriculum. Pupils are engaged with teachers in planning and assessing aspects of learning and often have the choice of topics and ways to present their learning. Whilst there are eight subject areas, learning will often be linked across subject areas to help children apply their knowledge and skills in new and different situations.

HEALTH AND WELLBEING is a central feature of all learning. Much of this work permeates all aspects of life in the school from healthy snacks to positive friendships in the playground. Children have opportunities to be effective contributors to the life of the school in a variety of ways. The main areas for focus are: mental, emotional, social and physical wellbeing; planning for choices and changes; physical education, physical activity and sport; food and health; substance misuse, relationships, sexual health and parenthood. Physical education teaching is taught by the class teacher, a P.E. specialist teacher and Active Schools Coordinators. Children in P4 are offered swimming tuition for a block of 10 weeks.

All children learn about Health and Wellbeing appropriate to their age and stage beginning with such topics as People Who Help Us and Road Safety. This area of the curriculum contributes greatly to the ethos in school of healthy respect for ourselves and each other. Learning experiences such as Circle Time, Restorative Practice and Creating Confident Kids contribute to pupils' learning in this area. Much of this work is discussion and informal as well as formal.

LITERACY/LANGUAGES

Learning to read, write, and spell remains core learning in all classes. Language lies at the heart of learning. Listening, talking, reading and writing are developed in school in close partnership with home. In nursery children become confident talkers, learn to listen and contribute in turn and become aware of letters and sounds through song, nursery rhymes and lots of active learning. In the Early years classes we use a multi sensory approach to phonics to begin word building. Teachers use a structured reading resource Read Write Inc and as children become more fluent readers, pupils progress to reading group novels and learning reading skills using a variety of resources. All children, from P1 up, learn French. Spanish is gradually being introduced from P5 upwards.

NUMERACY/MATHEMATICS

Numeracy is a core skill for life and work and teachers plan for this carefully. Learning is organised into: number, money and measure; shape, position and movement; and information handling. We use a variety of methods to help children learn and understand concepts of number before going on to practise the skills and build up speed and accuracy in all number operations. Children will be made aware of the relevance of their learning and real contexts for learning such as school fairs, shops, trips etc will be used to practise number and maths skills. Children will use

active maths and games as well as ICT, oral and mental maths, concrete materials and written text book work. Mental maths and agility with number is an important part of the learning and most maths lessons will contain some mental maths activities.

IN SOCIAL STUDIES, pupils will develop their understanding of the world by learning about other people and their values, in different times, places and circumstances; they will also develop their understanding of their environment and of how it has been shaped. Social Studies is organised into three main headings: learning about people, past events and societies, people, place and environment and people in society, economy and business. Children will develop their understanding at the early level from familiar experiences and local contexts such as school and the village to the wider contexts of East Lothian, Scotland, Europe and the world. There will be an emphasis on learning about Scotland's heritage and culture. This may from time to time be learning through whole school events as well as topic work. Citizenship and enterprise are recurring themes and pupils often lead events such as assemblies and charity events.

EXPRESSIVE ARTS includes art and design, music, dance and drama. This is an important area of the curriculum which often helps pupils learn across the curriculum. Pupils often use expressive arts to explore and present their learning about topics. A Music specialist also teaches classes in school. Pupils learn to sing, play and invent music using a wide variety of both tuned and untuned percussion instruments. In P4 pupils are tested for particular musical ability and a few children are currently offered piano tuition.

SCIENCES cover learning about planet earth, forces, biological systems, materials and topical science. Again there is a progression from the child's early experiences and understanding to wider and more abstract concepts. Skills associated with investigating, comparing, fair testing, recording and problem solving are developed from nursery to P7. Topic titles may change but children will continue to learn about the world around them as the world of science.

RELIGIOUS AND MORAL EDUCATION includes learning about Christianity and other world religions, and supports the development of beliefs and values. Much of this work is done through listening and talking, discussion, music and drama, story and art work. In line with Scottish Government guidance we offer opportunities for religious observance. At present school assemblies are the most common vehicle for delivering religious observance. Some of our assemblies in Macmerry do offer this opportunity. At other times we offer children and staff the opportunity to visit our local church. Dr Robin Hill from the Church of Scotland also visits assembly at times throughout the year. These visits are not always religious observance but simply pastoral. There is a statutory provision for parents to withdraw children from participation in religious observance. Should you wish to exercise this right please contact the school and we will make suitable arrangements.

TECHNOLOGIES help children develop problem solving and design skills in a practical way. From the early experiences of cutting, sticking and model making children will learn to design and create products and solutions in food and textiles. ICT skills will be developed and these will often be practised in other areas of the curriculum. Children will be encouraged to use computers, tablets, video and audio recording. Children will learn about how technologies are used in business and how skills in a wide base of technologies will be lifelong skills for life. Often this learning will be cross curricular. Sustainability and learning to reduce, reuse and recycle products will feature strongly in technology.

OUTDOOR EDUCATION features highly in Macmerry Primary as teachers make best use of our school grounds and arrange opportunities for pupils with East Lothian Council Outdoor Education Team. We both learn in the outdoors and use the outdoors to help us learn.

EXTRA CURRICULAR ACTIVITIES

We work closely with our Active Schools Development Officer to offer after school clubs. These vary from year to year depending on children's interests and the availability of parent, teacher and specialist volunteers. Currently we are offering Basketball, Science, Dance, Coding and Knitting. As far as possible pupils in P6 or P7 will be offered a residential school camp, depending on staff availability.

SKILLS FOR LEARNING AND SKILLS FOR LIFE

We have a strong focus on making learning explicit for children. To do this we teach the children a common language for learning. Children reflect on their own learning and are involved in setting and reviewing their own targets and achievements. To help our children become secure learners and ready for the fast paced and ever changing world we focus on teaching the children to be aware of the skills they are acquiring in order that they may transfer these to new and different areas of learning. We use Higher Order Thinking Skills to structure challenge, depth and application of learning in different contexts.

Pupils also have opportunities to personalise topic learning and methods of presenting their learning at each stage. In the early stages this may be personal choice of short talks at Show and Tell developing to personal research projects or an area of personal study within a class topic. More information on the Curriculum for Excellence is available on

www.eastlothian.gov.uk/curriculumforexcellence

www.educationscotland.gov.uk/thecurriculum

ASSESSMENT AND REPORTING ON PUPIL PROGRESS

Assessment is an integral part of the learning cycle. Teachers assess what pupils know and can do both, as they are learning and after teaching and learning has taken place. Formative assessment refers to assessment for learning and assessment as part of the learning. Pupils are at the heart of their own learning and therefore at the heart of their own assessment. In school we call this self-assessment and with a group of others-peer assessment. During lessons children indicate their level of understanding with quick signs such as traffic symbols and thumbs up/down. At the end of lessons pupils contribute to plenary sessions where teachers will assist them in deciding how well they have achieved the particular task or learning. Teacher questioning facilitates much of this and teachers' observations on how a child approaches a task and how well they are able to complete it forms much of the daily assessment taking place.

Teachers plan assessments in four main ways - say, write, make or do! This enables children to demonstrate their learning in a variety of ways either appropriate to the task or taking account of a child's particular strengths or needs. Pupils are encouraged to be involved in planning how they will show their learning.

Summative assessment refers to tests, quizzes, check ups etc completed by the child at the end of a block of learning. These are often done to confirm the teachers' judgements, to provide reliable evidence and to check for long-term retention of learning. We aim to enable our pupils to be successful learners and this means ensuring children are secure in their learning.

The Head Teacher has responsibility for monitoring the progress and attainment of pupils across the school and regularly meets with teachers to do this. Teachers share next steps and personal targets with pupils.

In nursery pupils' learning is recorded in their Learning Stories. This forms an important part of the transition information to P1. The Learning Story is taken into P1 and children continue to refer to it and contribute to it until October of P1.

REPORTING TO PARENTS

Parents are always welcome in school and any concern about a child's learning should be directed in the first instance to the class teacher. Early in the session we aim to hold a Welcome Evening which outlines the main areas of learning for your child in their new class. Whilst this is not an individual session it serves to share the big picture for the year and often answers those first questions in a new class.

There are two opportunities for parent consultations in the school year-usually in October and March..

At the end of P7 pupils will have their digital profile which provides a range of evidence of their best achievements as they move on to secondary school.

TRANSITIONS

Transitions include moving to primary education, from primary education to secondary education and on leaving school. Moving from one class to the next is also an important transition for children. Parents and teachers will be informed of their child's next class and new teacher. Each year we have a move up morning for children to meet their next teacher. In school teachers have specific handover meetings and files to ensure continuity and progress from one class to the next. Our nursery is not separate but a class within the school where Early learning is developed and consolidated before progressing to secure and more formal learning at Early Level in P1. In nursery we carefully plan joint activities and buddies for nursery and P1 children to ensure a smooth transition in Early Level. Children and parents are invited to transition visits and meetings in the summer term.

Our P7 pupils normally transfer to Ross High School which is the catchment secondary school for Macmerry. There is a rigorous transition programme each year to introduce the P7 pupils to the new school. P7 pupils and parents are invited to an information meeting in October and pupils are also supported with a two day visit to RHS in June. Guidance and support for learning teachers visit P7 pupils and are invited to Child Planning Meetings for P7 pupils. Sometimes children need a little more support in moving from primary to secondary school and we arrange for Enhanced Transition in consultation with RHS and parents. This is a flexible and responsive process to pupils' needs. We use electronic systems which will transfer pupil records and achievements to RHS as well as pupil profiles.

SCHOOL IMPROVEMENT

Teachers, pupils and parents contribute to the School Improvement Plan by evaluating the work of the school over the year using 'How Good Is Our School 4.' A Standards and Quality Report is compiled by the Headteacher in June and is submitted to East Lothian Council's Quality Improvement Officer. This report identifies strengths and areas for future development. This report is intended as an on-going self-evaluation tool.

The full report can be viewed on request. In school we use standardised assessments such as Accelerated Reader Reading Ages and Single Word Spelling Tests as part of our monitoring of performance. Information for your child is available through the class teacher or HT.

Our current priorities are in line with the national priorities set by Scottish Government:

- Improving attainment, especially in literacy and numeracy;
- Closing the poverty related attainment gap;
- Improving all aspects of Health and Wellbeing for our children;

- Developing skills for learning and life, and for the world of work and employment.

SCHOOL POLICIES

Macmerry Primary is bound by East Lothian Council Policies which are available on: www.eastlothian.gov.uk/info/827/education_and_learning.

SCHOOL UNIFORM

We encourage all pupils to wear school uniform. Your help in buying articles that fit in with our dress code is of great benefit to the school. We believe that wearing school uniform creates a business like atmosphere in school. It also helps prevent issues with expensive or designer clothing.

Our uniform is:

White/grey/blue shirts/polo-shirts

Grey pullovers/cardigans

Grey trousers/pinafores/skirts

A royal blue fleece is available. A school sweatshirt (grey/royal blue with black motif) may be ordered through the school.

P7 children have a "Leaver's Sweatshirt" for their last year.

P.E. kit - T-shirt, shorts and gym shoes, jogging bottoms and trainers for outdoor sessions. All items of clothing and footwear should be clearly marked with the child's name. Brand names are not part of the school dress code. Footwear - pupils should take off their outdoor shoes when they come into school and change into indoor shoes. Gym shoes are ideal. Financial help is available for clothing milk and school meals.

HEALTH AND SAFETY

The support of parents in promoting good practice in health and safety matters is of great importance to the school. All parents and visitors should report to the school office. Adults should not be in the school playground at break or lunchtimes or during the school day. Children are instructed not to open doors to anybody.

MEDICAL CARE

The School Health Service consists of school nurse, doctor and dentist as well as Speech and Language therapists, occupational therapy, physiotherapy and other health services. At various points your child's health may be screened, eg vision tests. Health questionnaires are issued in P1 and P7. You will always be informed of these and your permission sought. The school nurse is a particularly helpful source of support and advice and can be contacted through the school. Sometimes the school may suggest a referral to a health professional as a first step in trying to meet the needs of a child whom we feel may benefit. Again we would discuss this with parents and seek your consent.

MEDICINE IN SCHOOL

School staff are not obliged to administer medicine however we aim to help if we can. Should your child require medicine of any kind in school time parents must call in to the office and complete a medical form. School will not administer any medicine without signed permission which clearly states the medicine, dosage and times.

For children who require inhalers in school parents must complete a self administer form in school. It is a parental responsibility to ensure that children have their inhalers in school. Appropriate to your child's age and understanding pupils will be responsible for having their inhaler available at all times.

ALLERGIES

We have children in school who have potentially life threatening allergies and therefore we ask that you help by ensuring we are a nut free zone.

SCHOOL AND COMMUNITY

The school is currently used by the Rainbows and Brownies and occasionally by the PTA for events. The school is available for let by contacting School Lets Department, Council Buildings, Haddington. (tel 01620 827406). Please note three weeks' notice is required.

In the interests of energy economy we would encourage community groups to 'double up' on lets wherever possible.

CHILD PROTECTION

All school staff are trained in following East Lothian Council's Child Protection Procedures and have a duty to report and action any concerns.

Families and communities keep children safe. We all have a duty to protect children, whether we are professionals or private individuals. If you think a child is being abused or neglected, speak to a member staff at the child's school, the Children's Services duty social worker by calling 01875 824 090 (Mon-Thurs 9am-5pm and Fri 9am-4pm), the Emergency Social Work Service by calling (freephone) 0800 731 6969 at any time outside normal office hours. The contact details are:-
Children's Wellbeing

Randall House. Macmerry, EH33 1RW Telephone: 01875 824309

(Email: childrenandfamilies@eastlothian.gov.uk)

Useful Contacts and Telephone Numbers

The undernoted staff are based within Resources and People Services, John Muir House, Haddington, EH41 3HA.

Chief Executive	Angela Leitch	01620-827413
Head of Education	Fiona Robertson	01620-827834
Principal Educational Psychologist	Lynne Binnie	01620-827998
Education Service Manager (Operations and Strategy)	Richard Parker	01620-827494
Parental Involvement Act (Parent Forums/Councils)	Bev Skirrow	01620-827228
Free School Meals, Clothing Grants, Education Maintenance Allowance, Pupil Placement and Home to School Transport Policy	Fiona Brown	01620 827415
Primary School Lets		01620-827811