

West Barns Primary School

Parent's Handbook

2016-2017

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What do our children think about West Barns Primary School?

I like playing with my friends.

Lewis

I like phonics because we get to do the fun letters.

Eva

I like doing maths because I like the games.

Matthew

I like doing the number target challenge

Dylan

We get to choose what we like to do.

Katie

We have fun lessons.

Ryan

I like to learn new things.

Lewis

We do lots of interesting things in PE like cross country.

Kathryn

I like playing with my friends at break.

Nairn

Welcome to West Barns Primary School

This handbook provides important information at both school and authority level. We hope you find it helpful and informative.

We aim to have a happy school, very much at the heart of your community. Our small team ensures a familiar and friendly environment, which nurtures and values each individual child; encouraging achievement and supporting academic and pastoral needs. You can be assured that we will do all we can to make your child's time here a worthwhile and rewarding experience.

We aim to nurture successful learners, confident individuals, effective contributors and responsible citizens, whilst providing the best educational experiences to equip our pupils for today's modern society.

We actively involve and encourage links with parents, families and the wider local community. As your association with us develops we hope that you feel that you have a sustainable partnership with our school team over the years that your child is in our school.

We look forward to welcoming your child/children into our school. We take pride in our school and hope you will be encouraged to do likewise.

Gill Whitford
Head Teacher
August 2016

Accuracy of information

The information contained in this booklet is accurate at the present, but it should be noted that it may vary in future years with changes to policy, roll, staffing and resources. The information may also change over a session.

There is a section at the back of this handbook which covers **East Lothian/National Policy and Procedures**.

School Details

West Barns Primary School

Forth View

West Barns

Dunbar

East Lothian

EH42 1TZ

Telephone Number: 01368 863209

E-mail: westbarns.ps@westbarns.elcschool.org.uk

Website: <http://edubuzz.org/blogs/West Barns>

The present school building came into use in 1972 and serves West Barns village and its surrounding area including Belhaven, Tynefield and into the Lammermuir Hills up to the Halls, with many pupils coming from the nearby town of Dunbar.

The school building overlooks the John Muir Country Park and the Firth of Forth.

The building is on three floors: the lower ground floor has a tutorial room, toilets and cloakrooms and two classrooms, currently for P1-3. The ground floor contains a reception area, staff room, medical room, a second tutorial room, a library, toilets, the school hall, dining area/stage and kitchen. The upper floor has two more classrooms, currently for P4-7. The school has disabled access and toilets and lifts to all floors.

Our school is situated in beautiful countryside, therefore providing us with lots of opportunities for outdoor learning. The school is set in a large grass play area, with a seven-a-side football pitch and tarmac netball pitch, wildlife area and pond. We are currently engaged in upgrading the school grounds to provide outdoor learning areas for all the children. This will involve planting more trees and shrubs and improving the school garden.

The Nursery is housed in a separate area to the rear of the main school which includes a garden/outdoor play area.

West Barns School is co-educational and non-denominational providing education for children from approximately three to twelve years old. At the present time there are **84** pupils in four classes i.e. P1/2, P2/3/4, P4/5, P6/7, with **17** children in the Nursery Preschool/Anti-Preschool.

When year groups are required to be split, **as in the case of e.g. P1/2, P2/3/4 and P4/5** it is the policy of the council to do so by age, the older children join the year ahead, and the younger pupils join the year behind, but as in all classes, the pupils are taught at the level of attainment they have reached. Further information can be found in East Lothian Council Handbook (Appendix 2).

Access to our building during school hours is strictly controlled and monitored and is limited to the main front door and the nursery entrance. There is an entry phone system employed at both entrances and visitors are required to ring the bell and await entry. All visitors are asked to report to the school office, collect a visitors badge and sign the visitors' log.

School Staff

Head Teacher:	Mrs Gill Whitford
Principal Teacher:	Mrs Laura Hay
Teachers:	Miss Kathryn Gordon Mrs Maggie Nicolson Mrs Rosy McCaw Miss Helen Whiteley Ms Katherine Etchells
Nursery Nurse:	Mrs Rosie MacDonald
Visiting Specialists:	Mrs Lisa Mailer (Music) Miss Eilidh Russell (P.E.)
Classroom Assistant:	Mrs Pamela Coventry
Brass Instructor	Mr Charlie Farren
Foreign Languages:	Mrs Jo Scott
School Secretary:	Mrs Lorna Allan
Special Needs Auxiliaries:	Mrs Connie McLeman & Mrs Ruth Cairns
Playground Supervisor:	Miss Nicola Finlay
Dining Room Supervisor:	Miss Nicola Finlay
Caretaker/Senior Cleaner:	Mrs Margaret Forsyth
Catering Supervisor:	Mrs Janis McLeod
School Chaplain:	Rev Lawrence Twaddle

Please note that staffing is subject to change, since personnel may vary from year to year.

Parent Council

We have a very active Parent Council who is supportive of our school, staff and pupils and welcomes new members. Our Parent Council's leaflet 'A guide to West Barns Primary School Parent Council' explains the role of the Parent Council, how you can get involved and who/how to contact the Parent Council. A copy of the leaflet is included with this handbook and extra copies are available from the school office.

The Parent Council also run the Friends of West Barns Lottery to raise funds to assist with the cost of transport for school trips. Family and friends are invited to subscribe to the lottery and forms are available from the school office. Each month a lottery number is drawn and the winner gets a cash prize.

The School Week

Class Contact Time

P1-P2	22.5 hours per week
P3-P7	25 hours per week

The School Day

Monday to Thursday:

Nursery	8.45 - 11.55am		
P1-P2	8.55 - 10.25 am	10.45 am - 12.15 pm	1.00 - 2.55 pm
P3	8.55 - 10.25 am	10.45 am - 12.15 pm	1.00 - 3.30 pm
P3-P7	8.55 - 10.25 am	10.45 am - 12.30 pm	1.15 - 3.30 pm

AM Interval 10.25 -10.45 am

Friday:

Nursery	8.50 - 11.20am	
P1-P2	8.55 - 10.25 am	10.45 - 12.05 am
P3-P7	8.55 - 10.25 am	10.45 - 12.15 am

AM Interval 10.25-10.45 am

Enrolment

- A child whose fifth birthday falls between 1 March and 28/29 February is eligible for entry into Primary 1 at the start of the Autumn Term.
- In November of each year an advertisement is placed in the press, advising parents of new intake children enrolling procedures. A notice is placed on the School Notice board providing details of enrolment dates. If, however, this is unsuitable, parents can contact the school to make an alternative appointment.
- In June all new intake pupils and their parents are invited into the school. The children will have the opportunity to meet their teacher and to spend some time in their new classroom.
- For the first two weeks the children in P1 attend school for the morning only.
- The names of the P7 children are sent to Dunbar Grammar School when they are in P7. Parents who wish to send their child to a "non-district school" are required to complete the appropriate forms by December of that year.

Arrangements for non-district pupils

- Parents of prospective Primary 1 pupils living outside our catchment area are required to complete a "non-district pupil" form (available from East Lothian Council).
- Parents of pupils who move out of our catchment area after enrolling should inform school and complete a "non-district pupil" form, to be retained by the school.

All prospective parents or guardians and pupils are welcome to visit the school, have a look around and meet with the Head Teacher who will answer any questions you may have. Please telephone our administration assistant, Mrs Allan, on 01368 863209 to arrange an appointment.

Our Vision, Values and Aims

We believe that everything we do in school is linked together and should be in line with our vision, values and aims for West Barns Primary School. We believe the children in our school are the centre of all we do and should be key contributors to their own education and the effective running of West Barns Primary School. We believe that West Barns Primary School is a vital part of the local community and that families and the local community are key contributors to West Barns Primary School.

Our vision is for the development of the whole child and to ensure that our children are acquiring the full range of skills and abilities relevant to growing, living and working in our modern, contemporary world.

West Barns Primary School

Our Vision, Values and Aims

Our School Vision

We have chosen **TEAM** (Together Everybody Achieves More) **West Barns** as our new Vision Statement to reflect the close working relationships we have as a school community.

Who are Team West Barns?

- . Our pupils
- . Our Families
- . Our Staff
- . Our Community
- . Our Environment

Our School Values

Our pupils, families and staff chose which values we wanted to develop in our school community.

Our School Aims

Our school aims reflect the high expectations and aspirations that we share as a school community for all our learners.

Our School Vision

Together
Everybody
Achieves
More
@ West Barns

At West Barns Primary School we are:

- . Respectful
- . Friendly
- . Responsible
- . Confident
- . Happy
- . Safe

At West Barns Primary School we aim to:

- . Support all our pupils to achieve.
- . Strive for excellence for all our learners.
- . Through high quality learning experiences, equip our pupils with the skills for life, learning and work.
- . Work with parents and families to encourage every pupil to aim high and recognise their achievements.
- . Take pride in our local community and environment, using this as a key learning resource.

School Development and Policies

Our School Development Plan, Annual Standards and Quality Report and School Policies are regularly reviewed, reflected upon, updated and actioned.

A Quality Improvement Officer from East Lothian Council visits the school twice a year to review our progress. Copies of all the above mentioned documents are available on the school website:

<http://www.edubuzz.org/westbarns/school-documents/>

Our recent HMIe Inspection Report is available on the HMIe website at:

<http://www.educationscotland.gov.uk/inspectionandreview/reports/school/primsec/WestBarnsPrimarySchoolEastLothian.asp>

Liaison with Parents

Parents and community members play a huge part in our school and we are very happy to have parent helpers in on a daily basis. Why don't you complete a West Barns Helping Hands form from our office and let us know if you are free to volunteer in the school.

Positive notes and a summary of what the children have learned go home on a regular basis. In November and March each year, parents are invited to the School to discuss their child's progress. However the staff are happy to talk with parents at any time. For practical reasons, it is easier if parents who wish to have a discussion with a member of staff make an appointment.

As new initiatives are developed, parents will be invited to the School to discuss such developments.

Prior to children starting P1, parents are invited to School in June, to meet their child's class teacher. We encourage all parents to be involved in their child's learning and if you would like to be involved with any aspect of our school or if you have any area of your child's learning that you wish to discuss then you are very welcome to do so. Please contact the school office on 01368 863209

School and Community

We are always looking for opportunities to build close links with the community. Families and people within the community are regularly invited in to school to help and share their knowledge and experiences.

School Dress Code and PE Kit

The School, in line with all other East Lothian Council Schools, has a dress code, which follows East Lothian policy. East Lothian Council actively encourages schools to implement their own school policy on school uniform taking into account the following guidance. Our reasons for promoting school uniform can be summarised as follows:

- School Security - uniform allows visitors/strangers in the school to be immediately identified
- Cost - school uniform provides a level playing field for students regarding clothing. A poorly defined uniform, or school dress code, can lead to students being bullied or humiliated because they cannot afford the latest designer fashions.
- School identity - a recognisable and well-monitored school uniform can reinforce a sense of community and pride in the school.

West Barns Primary uniform

Polo shirts	White or blue with or without school logo
Tops:	School sweatshirts/cardigan - Blue with or without the school logo Purple for P7 pupils
Bottoms:	Plain tailored trousers, skirts or pinafore - Black, navy or dark grey
School dress:	Blue checked
Footwear:	Plain black shoes. Black gym shoes for indoors

All pupils wear school uniform, some of which can be purchased through the school, including items for PE. **No jeans** are to be worn. Please label all your children's items of clothing and footwear as this can save a lot of confusion in our small cloakroom area.

Since children work on the floor surfaces in school from time to time, everyone is expected to change from their outdoor shoes into black plimsolls on entry to the building. Shoeboxes are provided in the cloakrooms for storage of shoes.

When children are taking part in field trips they should be wearing appropriate and suitable clothing. This should include a warm, waterproof coat and shoes or training shoes suitable for outdoor activities.

For the purpose of participating in artwork without clothes being ruined, some aprons are provided by the school. If your child has a painting apron or old shirt that they can wear to protect their clothes please send this into school.

PE Kit

On the days your child has PE, he/she should bring a t-shirt, shorts, black joggers or leggings and appropriate footwear (e.g. black plimsolls for indoor activities and training shoes for outdoor games). Parents should also provide a gym bag or similar to store the PE kit in at

school. For safety reasons, PE can only be taken when a child has the appropriate kit with him/her. Jewellery must be removed.

The school sports teams wear school PE strips in school colours (blue shirts and black shorts). These PE t-shirts are available to order from the school office.

Assistance with Provision of School Clothing- information available in East Lothian Council Handbook.

Standards Of Behaviour

Rights, Responsibilities, Respect and Resilience.

Our pupils are expected to be well mannered, hardworking and honest. They are expected to take responsibility at all times for their actions. We rely on the common sense of pupils and parents in order to provide an environment and ethos, which will enhance learning and working together.

Our Golden Rules are designed to ensure the safety and protection of all. Added to this, we aim at ensuring respect and care for other people whether they are in or out of school.

Golden Rules

Be gentle	Do not hurt anybody
Be kind	Do not hurt peoples' feelings
Work hard	Do not waste your or other people's time
Look after property	Do not waste or damage things
Listen to people	Do not interrupt
Be honest	Do not cover up the truth

If a pupil chooses to behave negatively then he/she will be given a consequence of the loss of Golden Time which allows for them to reflect on and improve their behaviour. If parents feel that circumstances in the home are such that a child's behaviour might be affected, it would be helpful if you would let us know.

Golden Time

Each Friday the whole school participates in Golden Time activities. Pupils can choose from a range of activities offered (including baking, arts and crafts, sports, dance, gardening, Eco Schools activities etc.) and work with other children from across the school. Pupils who have lost Golden Time are given an opportunity to reflect on why this has occurred with the Head Teacher and re-join their chosen group after sitting out for the appropriate amount of time.

Star of the Week

Our Star of the Week System recognises, encourages and rewards positive behaviour, motivation and achievement. Pupils are chosen by staff or other children and are awarded a certificate during assembly on Friday.

Anti-Bullying

Every effort is made by all of the School Staff to be alert to bullying. In the event of a parent feeling that his/her child is being bullied, they should contact the Head Teacher so that the problem can be investigated. The school follows East Lothian council's Anti-bullying Policy and as part of that procedure, incidents of bullying are recorded. Fortunately in a small school, staff are alerted very quickly to any possibilities. The school operates proactive strategies; peer support, buddying, open access to the school and works closely with pupils and parents to resolve any problems quickly and sensitively.

Temporary Exclusion

In East Lothian, the Department of Services for People has delegated the power to exclude a child from school attendance to the Executive Director of Services for People who has in turn, delegated to Head Teachers the power to exclude for a period of up to 5 days.

Exclusion of Pupils

East Lothian Council, Department of Education and Community Services acknowledge the vital partnership between schools and parents for support, behaviour and guidance of children.

The children's views must be taken into account in accordance with the principles of the U.N. Convention 1989 and the Children (Scotland) Act 1995 provides for the rights and responsibilities of children to be exercised in accordance with the age, maturity and understanding of the child.

The School is committed to ensuring positive behaviour and effective attendance.

In the event of a potential exclusion, the school would seek the advice of the Integrated Support Team and The Executive Director of Services for People and it would consult with other agencies or Psychological Services as appropriate.

Playground Supervision

When pupils are at school (from 8.55 am -3.30 pm) the responsibility for their safety rests with the Council. The Head Teacher, Staff and Playground Supervisor undertake this responsibility as the Council's representatives. This means that reasonable steps are 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. If a minor accident occurs, then a note will be sent home indicating the nature of the incident and action if any taken. If a major accident occurs, parents will be informed immediately and appropriate medical services will be called upon.

Pupils will be supervised in the playground from 8.30am, pupils being dropped off before this time should be supervised by parents.

Parents are asked to arrive promptly at 2.55pm or 3.30pm to collect your children at the end of the day. If you are going to be late please could you contact the school and we will keep your child in school until you arrive. Also school should be informed if someone other than parent/guardian is picking up child.

During wet weather pupils will spend their break time in the hall or their classroom supervised by Mrs McAlpine or support staff. On wet mornings pupils should come straight into the school hall by the back door.

Attendance

The legal position regarding attendance is as follows:

"Parents are responsible for ensuring that their child attends school regularly, in cases of unsatisfactory attendance, the Head Teacher will call on the Child & Family Support Worker (Attendance) to visit the home and discuss the problem with the parents. If such unsatisfactory attendance continues, the Head Teacher, following discussions with the Child & Family Support Worker (Attendance) and other agencies will decide whether the case should be referred to the local Area Attendance Advisory Group. This Group has been formed to make recommendations to the Director on the statutory responsibilities of the Authority with regard to defaulting parents".

Parental Contact Regarding Absence From School

- Pupil safety is always of paramount importance.
- Parents/carers have a responsibility to contact the school on the first day of absence before 9.15am. The School telephone number is 01368 863209 and a message can be left on the answer phone.
- Parents have responsibility to update schools with contact information. To ensure your children's safety it is imperative to inform the school of **current** contact details.

Practice Guidelines

- Consultation and review of procedures will involve staff, pupils and parents.
- The school regularly informs parents of the need to inform the school when a child is absent via regular e-mails and newsletters.
- The school will contact parents and/or carers on the first day of absence if not informed by parents or guardians.
- Parents will also be contacted where any of the following circumstances pertain:

- The child has not come into school but has been seen by others on his/her way to school or in the playground.
- A child has gone home for lunch and does not return in the afternoon.
- In the event of persistent non-notification and non-cooperation by parents' further action may be deemed necessary.
- School will compile an absence record and log of messages.
- In a small number of cases, where it is believed that there has been genuine absence but where the parent/carer has failed to provide confirmation, the school will send home a pro-forma absence slip to be signed and returned.
- On the child's return to school, all parents are requested to provide the school with a written explanation of the child's absence.

While it is appreciated that in this area it is not always possible to do so, parents should, if at all possible, take their holidays outwith the school term times. The majority of family holidays taken during term time will be classed as 'unauthorised absence' in line with authority policy.

It is the responsibility of the parent/carer to ensure that their child is in school for the start time of 8.55am. If any parent requires support with this then please contact the Attendance Team on 01875 824348.

School Meals, Milk and Fruit

Pupils order their school lunches first thing in the morning and the food is then prepared at Dunbar Primary School and transported to West Barns late morning. Careful consideration is given to the daily menu to provide pupils with a choice of healthy meals including a vegetarian option. Meals are provided in the dining room. There is a choice of a hot main meal, a vegetarian option, a baked potato, soup (in winter) and a choice of dessert at a cost of £1.90. Menus are available on request. Children can also bring in their own packed lunch.

Milk is available for all children at 17p a day. A letter is sent out to all families before the start of each academic year asking parents if they would like their child to have milk.

Pupils in Primary 1 and Primary 2 are provided with a free piece of fruit three times a week.

Medical Care

When children take ill at school, every effort is made to contact the parent or the emergency contact given. Children will not be sent home until contact is made and the parent or their representative comes to the school to collect them. Parents are asked to keep their child at home for 48 hours after a bout of sickness or diarrhoea.

In more serious cases, such as accidents, the parents will be informed and, if necessary, the child will be taken either by car or ambulance to the nearest hospital, i.e., The Sick Children's Hospital, Edinburgh.

In the school there is a Medical First Aid Box, which allows staff (trained in First Aid) to deal with minor bruises, abrasions and minor cuts. For the safety of the children and the staff, the adult who is dealing with the injury wears protective gloves. If children require medication while at school, a Medication Form must be completed before administration will be carried out. Copies of the form are at the end of this booklet and are available at the school office.

Staff will support pupils to change their clothing and parents informed should a toileting accident occur. Parents are asked to contact the school if their child is having problems with toileting.

The school has a ramp and toilet facilities to accommodate children with physical disabilities. Any further requirements needed by a child would require to be looked at before enrolment. If your child has any special medical conditions or requirements, it is important that a letter is sent to inform the school.

Headlice

Parents and carers are asked to check their child's head on a regular basis for headlice. Further support with a headlice infection can be found from your GP, local chemist or <http://www.chc.org/>.

The School Health Service

Throughout your child's years at primary and secondary school, a team of specialist Health Service and Education Department staff will be seeing him/her from time to time to make sure that he/she benefits as much as possible from all that school has to offer, and to help prepare him/her for life after leaving school. The School Health Service is part of the Community Child Health Service and has direct links with those who carry out health checks on children before they start school.

Many different services are provided. The issue of maintaining confidentiality closely with parents and with others who are caring for your child, both at school and in other branches of the Health Service are of paramount importance.

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

School nurses are involved with health promotion and education, prevention of ill health, immunisation, health surveillance and screening. The attention of a **school doctor** is drawn to any possible problems and parents and the **family doctor** are informed if any further action is considered necessary.

A Health Assistant may help the School Nurse. The school nurse acts as an important link between home and school. She visits the school regularly and liaises with teachers to find

out whether any pupil has a health medical need that requires to be addressed. The School Nurse can link with other members of the health team, in the community or in hospital, concerned with a child's health.

An information booklet about the School Health Service is issued to all Primary one pupils and any new pupils coming from out with the Lothian area.

Parents are also asked to complete a health questionnaire about their child at Primary 1, 7 and S3 and asked if they would like their child to have a medical consultation with the school doctor. The School Doctor is trained in community paediatrics and is part of a team of doctors, including a consultant community paediatrician for your area. In addition, the doctor may ask for your consent to examine your child if his/her medical records are incomplete or if the doctor particularly wishes to check on his/her progress. You will be invited to be present at any medical examination and keep informed if the School Doctor wishes to see your child again or thinks that your family doctor or a specialist in paediatrics should see him/her. You can, if you wish, arrange for your family doctor to undertake the examinations instead of the School Doctor, but you may be charged a fee for this. In secondary schools, the School Doctor may consider whether any special information should be provided from the Careers Service.

The School Doctor will be pleased to see you and your child at a mutually convenient time if you are concerned about his/her health or general progress at school.

The **Speech and Language Therapist** can provide assessment and if necessary treatment, if you, a teacher, your GP or the School Doctor feels that your child may have a speech or language concern.

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

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

- Welcome parents as active participants in the life of the school
- Provide easier ways for parents to express their views and wishes

School buses/transport

The Council's current policy is to provide home to school transport for those pupils attending the catchment school who live more than two miles from that school. For further details see <http://www.eastlothian.gov.uk/schooltransport>

Parents or carers must let school know if their child is not getting on school transport. Younger children are supervised by school staff when getting on/off bus.

Parents or carers should be aware that school buses and taxis pick-up and drop off pupils in playground. Please supervise your child closely after the end of the school day.

Driving and Parking Around School

Parents and carers are asked to take great care when driving around the school. We operate a voluntary one-way system at school/Pre-school drop off and collection times. We ask you to drive up School Brae on the way to school and leave school by driving down Forth View.

We also ask drivers not to park directly in front of the school or playground.

Remind me how I can help as a parent or carer?

In order to help in the smooth running of the school, we would appreciate your help with the following:

- Purchase of school uniform.
- Label your child's belongings.
- Provide your child with a reasonable sized school bag to carry reading books/jotters. Children can bring their own pencil case and stationery although these will be provided in school
- Ensure that your child has a jacket or coat at school.
- Provide a change of footwear for indoors.
- Ensure your child has PE kit and on a Wednesday and other days for class PE
- Inform school of pupil absence by 9.15am on 1st day of absence.
- Provide dinner money in an envelope every Monday
- Exercise great caution when driving near the school.
- Do not park directly in front of the school.
- No chewing gum in school or playground.
- No denim jeans to be worn.
- No cycling in the school playground.
- No dogs in the playground at any time.
- No mobile phones (Any exceptional circumstances must be discussed with the Head Teacher)
- Please ensure that your child is at school for our start time of 8.55am.

Please give all our children support to make our school a happy and safe place.

Curriculum Information

Curriculum for Excellence

This curriculum is the focus and the set of guidelines within all Scottish schools. The curriculum encompasses pupils from the age of 3-18.

The key purposes of this curriculum are:

"Our aspiration for all children and for every young person is that they should be successful learners, confident individuals, responsible citizens and effective contributors to society and at work." Scottish Government 2004

...and the key principles are those of:

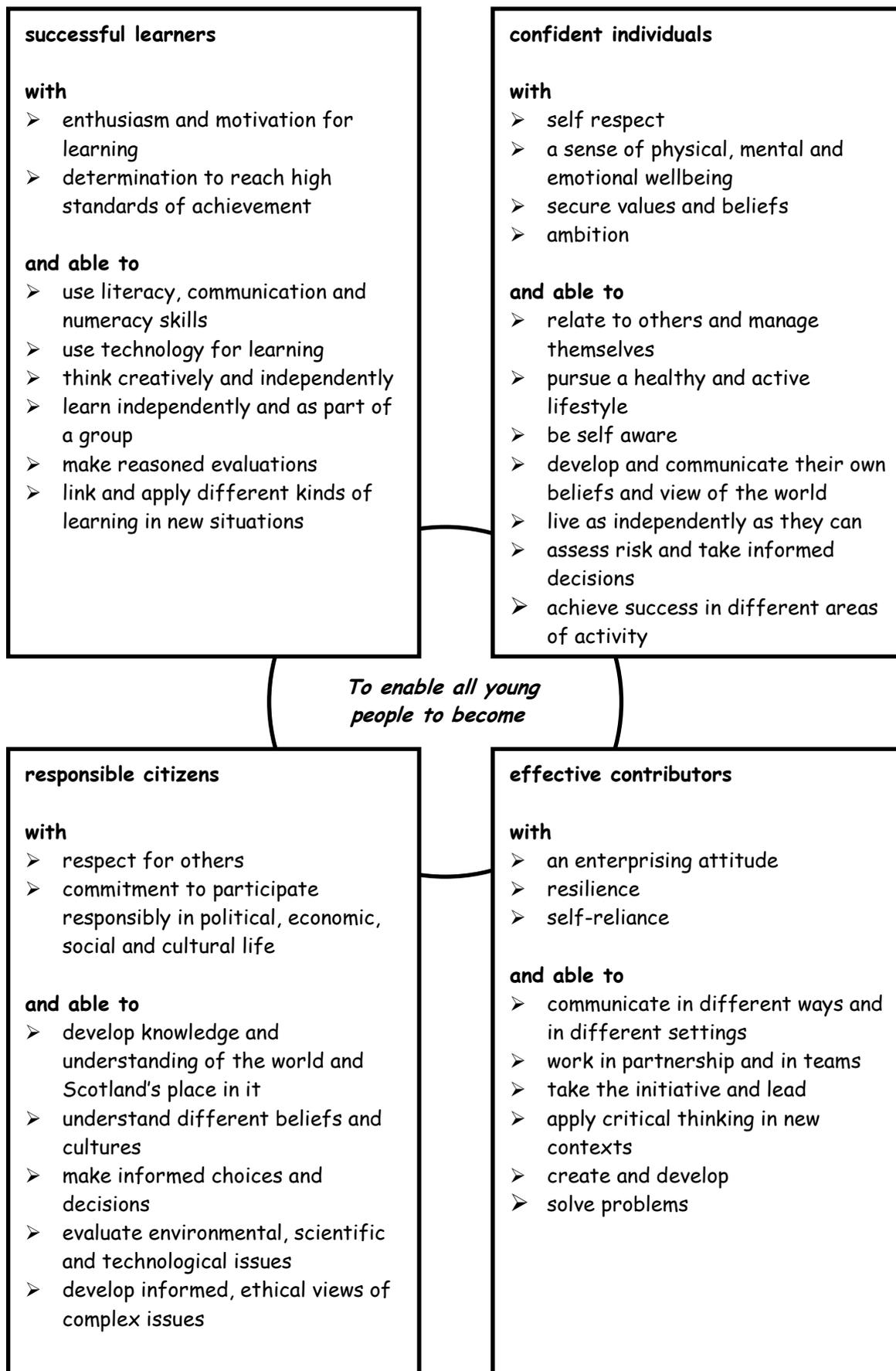
- Challenges and enjoyment
- Breadth
- Progression
- Depth
- Personalisation and choice
- Coherence
- Relevance

The areas included in our primary school curriculum are:

- Literacy and English Language
- Numeracy and Mathematics
- Social Studies
- Expressive Arts - Drama, Music, Art & Design, Dance
- Science
- Technologies - this includes computing science, craft/design, food & textiles
- Health & Well Being - this encompasses PE
- Religious and Moral Education

We have a strong pupil voice which is reflected in our school development. All children are involved in whatever is taken forward. We have an Eco Group, Junior Road Safety Officers and Pupil Council Group who meet regularly to take any initiatives forward as a whole school.

The curriculum is described in sets of experiences and outcomes. These experiences and outcomes span a pupil's education throughout school – not by the end of primary.



Further and more in depth information is available from www.educationscotland.gov.uk

Attainment Levels

Within the Curriculum for Excellence there are 4 key stages.

<i>Level</i>	<i>Stage</i>
<i>Early</i>	<i>the pre-school years and P1 or later for some</i>
<i>First</i>	<i>to the end of P4, but earlier or later for some</i>
<i>Second</i>	<i>to the end of P7, but earlier or later for some</i>
<i>Third and Fourth</i>	<i>S1 to S3, but earlier for some. The fourth level broadly equates to SCQF level 4</i>
<i>Senior phase</i>	<i>S4 - S6 and college or other means of study.</i>

Assessment is carried out by staff and they use a range of methods to gain an insight into your child's learning journey and the progress they have made.

East Lothian Council also provide the tools and materials for each school to carry out standardised assessments as part of the cycle of evaluation.

Teaching and learning in the school is based on a range of strategies, including direct teaching, investigation, problem solving and discussion, and often involves activities using a wide variety of materials. Each pupil is assessed to determine his or her level of understanding through observations on what the children say, make, write or do. Group and individual methods form the basis of the teaching in order that the curriculum can be tailored as far as possible to fit the needs of each pupil.

Nursery Curriculum

Our nursery class curriculum is delivered through the experiences and outcomes set out in a Curriculum for Excellence and are supported by 'A Curriculum Framework for Children in their Pre-School Years'.

Children in the nursery class are engaged in activities designed to develop their personal development, communicating, investigating, recording, interpreting and designing and making skills.

Content for the nursery class curriculum is drawn from the following areas of experience: ourselves; society; the natural world; mathematical experience; and aesthetic experience.

Activities which are used to further children's learning are: Art/Craft, Music/Dance, Cooking, Drama/Dressing Up, Home Play, Nature, Science, Stories, Singing, Language/Maths.

The curriculum provided in the nursery gives the foundation on which early years' staff and subsequent staff build upon.

Interactive Learning

Developing a community of learners, where everyone, including the teacher, understands the importance of sharing and helping each other, provides a safe environment for children to take risks and try out their thinking and understanding. It is important, for in-depth learning, that children are encouraged to vocalise their understanding of what they have learned. Teachers who set out to achieve a curriculum for excellence should attend to the ideas, thoughts and feelings of the children and indeed be prepared to share their own ideas, thoughts and feelings at appropriate moments to ensure that accurate learning has taken place.

Within the community of the classroom everyone should feel valued and feel that they have a "say". For quieter children who feel daunted by offering their ideas to the whole class the use of paired discussion and group work can allow these children their say while they develop more confidence.

Lesson debriefs or plenary sessions are an important process to the learning success as these allow the children to have a say in what they have learned and what they have not understood. These sessions support the teacher by indicating what the next learning step should be. It is important that the children feel that they are in a safe and trusting environment where honesty about learning is respected and mistakes or misunderstandings are embraced as learning opportunities.

Written feedback from children is also a very useful way to receive vital information about their learning. We are currently developing Achievement Logs at WBPS. Achievement logs give important clues as to what the children are finding easy, difficult, or otherwise. It is important that the children are taught how to fill these in appropriately. It allows for a personal dialogue with the teacher or a whole class discussion on something that has come up in more than once.

(Achievement Logs take various forms depending on age and stage)

Active Learning / Challenges / Problem solving opportunities.

Research shows that children learn most when they are actively engaged in their learning and the greatest learning happens when children discuss or teach what they have learned to someone else. Active learning is not about the kinaesthetic aspect of learning but about the active participation in learning; taking responsibility for their own learning.

In completing a "challenge", generally geared at showing the application of knowledge, children often work together and collaboration is experienced and expected. This differs significantly from cooperation. Anyone can cooperate - by sitting and doing nothing and not interfering - but collaboration demands involvement. In West Barns we teach our children to collaborate, resulting in greater participation in the learning.

Most importantly for us in West Barns each learning activity should link and connect with another. The learning made in one challenge should be brought to the success of another.

Formative Assessment

In West Barns there are opportunities for the planning and assessing of the learning and teaching to be done alongside and in collaboration with the children.

Many formative assessment strategies are embedded in all classroom practices allowing children to make on-going judgements about their learning and adjust their understanding as they work. These may take the form of peer and self- assessment, pink and greens, checking in with success criteria regularly throughout the lesson, comparing models of work and looking for best quality to aim for, talking partners and so on.

In an active learning and teaching environment teachers take a step back and allow the learners the opportunity to be creative and develop their own way of working. By giving the learners the freedom to experiment with their learning experience the teacher has the opportunity to observe and construct future learning opportunities. It also gives the learners the responsibility for developing their own motivation to learn.

The above information outlines some of the range of strategies the teaching staff use to deliver and manage learning and teaching.

Literacy/English Language

The development of each pupil's language is pursued through an integrated programme of language work involving listening, talking, reading and writing.

Reading

Reading begins in the nursery where children are introduced to a wide variety of stories, poems and picture books and progress through our structured reading programme in the early years of primary school. As children become more independent in reading they progress through the study of novels and information books. They will come to understand that reading is not just about the words and how well they can be read but also their understanding of the style of book, the author's craft and the intention of the text.

The core reading scheme is the Oxford Reading Tree, which provides a structured approach to the teaching of reading. A variety of other books are used to supplement this at all stages to support the teaching of reading including non-fiction texts. At the middle and upper stages novels are used in small groups to provide a variety of reading material and exposure

to different genres and authors. We also use Accelerated Reader to help motivate pupils to read and develop their comprehension skills.

Phonics is taught mainly through the Jolly Phonics scheme, again supplemented by other resources.

It is important to remember that reading skill is not about having a 'reading book' to bring home. Once children have the key decoding and word skills they will develop their confidence and broaden their horizons. We have a leaflet on the process of developing children's reading. Please see website or ask for a copy.

At all stages our aim is that children develop a love of books and read for enjoyment. This is encouraged by the provision of attractive class and school libraries as well as the opportunity to discuss and share books both at school and at home.

Some year groups employ strategies such as Reading Circles where children engage with a variety of texts independently. They work in groups to explore a novel or set text.

Writing

Writing grows from early drawing and painting where children are encouraged to communicate their ideas. As they learn to form letters they are taught how to use our language in writing for a variety of different reasons. Children are shown how to plan and draft their ideas and each class follows a progressive writing programme. The skills of spelling, handwriting, punctuation and structure are also taught progressively.

Each curricular area outlined in this handbook gives a broad picture of the experiences and outcomes expected. Each statement is supported by finer detail in an expanded version for teaching staff to form more manageable steps in learning.

The development of literacy skills plays an important role in all learning.

Experiences and Outcomes in Literacy and English Language

I develop and extend my literacy skills when I have opportunities to:

- communicate, collaborate and build relationships
- reflect on and explain my literacy and thinking skills, using feedback to help me improve and sensitively provide useful feedback for others
- engage with and create a wide range of texts in different media, taking advantage of the opportunities offered by ICT
- develop my understanding of what is special, vibrant and valuable about my own and other cultures and their languages

- explore the richness and diversity of language, how it can affect me, and the wide range of ways in which I and others can be creative
- extend and enrich my vocabulary through listening, talking, watching and reading.

In developing my English language skills:

- I engage with a wide range of texts and am developing an appreciation of the richness and breadth of Scotland's literary and linguistic heritage
- I enjoy exploring and discussing word patterns and text structures.

Modern Language

P1 pupils are taught Chinese in P1. P6 and P7 are taught French and German by a member of staff from Dunbar Grammar School

Our main emphasis is to teach French or German in an enjoyable, active and motivating way through the provision of a wide range of activities, including games, songs, role play and storytelling as well as direct teaching of vocabulary and language structures. Oral activities will predominate.

Experiences and outcomes in Modern Languages

Learning a new language encourages children and young people to broaden their horizons as they explore the language and its associated culture.

Through my learning of a new language:

- I gain a deeper understanding of my first language and appreciate the richness and interconnected nature of languages
- I enhance my understanding and enjoyment of other cultures and of my own and gain insights into other ways of thinking and other views of the world
- I develop skills that I can use and enjoy in work and leisure throughout my life.

The study of language plays an important role in all language learning and the development of literacy skills.

I develop and extend my literacy skills when I have opportunities to:

- communicate, collaborate and build relationships
- reflect on and explain my literacy and thinking skills, using feedback to help me improve and sensitively provide useful feedback for others
- engage with and create a wide range of texts in different media, taking advantage of the opportunities offered by ICT

- develop my understanding of what is special, vibrant and valuable about my own and other cultures and their languages
- explore the richness and diversity of language, how it can affect me and the wide range of ways in which I and others can be creative
- extend and enrich my vocabulary through listening, talking, watching and reading.

Numeracy/Mathematics

Our Mathematics curriculum, which covers Number, Money and Measurement, Information Handling, Shape, Position and Movement and Problem Solving and Enquiry, aims to equip the pupils with the mathematical knowledge and understanding, which they will require in life for future studies; in addition to providing them with a further means of exploring their environment and helping them to develop their powers of logical thought.

The course is structured and includes opportunities for discussion between pupil and teacher and among pupils themselves; the use of computers and calculators; appropriate practical work; practice and consolidation of fundamental skills and routines; problem-solving, including the application of mathematics to everyday situations (shopping, travel, craft, etc) and investigational work. Pupils take part in regular mental maths sessions.

Much emphasis is laid on the use of structured materials and practical application in all classes throughout the school.

Experiences and Outcomes in Numeracy and Mathematics

My learning in mathematics enables me to:

- develop a secure understanding of the concepts, principles and processes of mathematics and apply these in different contexts, including the world of work
- engage with more abstract mathematical concepts and develop important new kinds of thinking
- understand the application of mathematics, its impact on our society past and present, and its potential for the future
- develop essential numeracy skills which will allow me to participate fully in society
- establish firm foundations for further specialist learning
- understand that successful independent living requires financial awareness, effective money management, using schedules and other related skills
- interpret numerical information appropriately and use it to draw conclusions, assess risk, and make reasoned evaluations and informed decisions
- apply skills and understanding creatively and logically to solve problems, within a variety of contexts
- appreciate how the imaginative and effective use of technologies can enhance the development of skills and concepts.

Social Studies, Science and Technology

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.

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.

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.

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.

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.

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 a child's skills in public performance.

Music - listening to music, using tuned and un-tuned 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.

Health and Well Being

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.

Information & Communication Technology

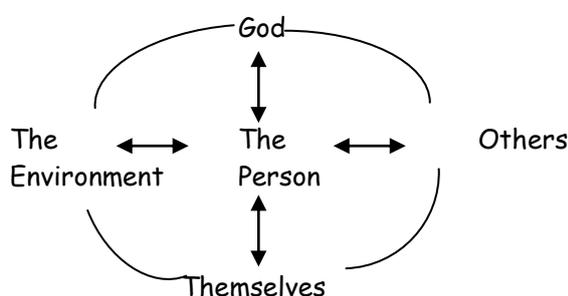
ICT is integrated into many subject areas to ensure it is taught in a meaningful context. Children are also taught the skills required to ensure effective use is made of this technology. We have a number of laptops which can be used in class areas. The provision of the hardware and software is dependent on ELC. We must access all IT materials through this department. Pupils have access to the internet under careful supervision and having signed the 'Safe Internet Use' agreement.

Religious and Moral Education

Education is about the whole person which includes the spiritual and moral aspects of life. It may be that many children at West Barns will not have come into contact with other faiths or ethnic groups. It is important that they know the beliefs and values of others in our multi-cultural society in order to understand and respect their way of life.

In RME pupils are encouraged to express their own views and listen with respect to the views of others. Religion is an important aspect of life and so to understand the world it is necessary to understand about various religions.

The spiritual aspect of life can be summed up in the diagram below. It is not necessary for all the elements to be present.



RME is a process through which children can develop judgements about what is right and wrong and can cultivate responsible attitudes towards others. The use of moral stories such as Aesop's Fables, European and African folk lore as well as stories and parables from the Bible and other world religions, are appropriate to teach the use of rules and how we should behave in our society.

Religious Observance *-information available in East Lothian Council Handbook.*

There is a statutory provision for parents to withdraw children from participation in religious observance. This right should always be made known to parents and their wishes respected. Parents should be provided with sufficient information on which to base a decision. Where a child is withdrawn from religious observance, schools should make suitable arrangements for the child to participate in a worthwhile alternative activity. In no circumstances should a child be disadvantaged as a result of withdrawing from religious observance.

School Assembly

Assemblies are held regularly. They are an occasion when all pupils and staff come together, to enjoy a sense of community, to celebrate success, to worship, to explore further religious, social and moral matters and to discuss school business. Mainly they are taken by the head teacher but on occasions there are visiting speakers. Pupils and school staff also contribute. Parents, on occasion, are invited to join us at assemblies.

Education for Citizenship including Global and International Education

As our pupils are growing up in a multicultural society, we try to give them some awareness and appreciation of the culture and traditions of the world we live in.

We aim to foster good relations between people of different racial groups and to discourage adverse attitudes and activities.

Outdoor Education

More information available in East Lothian Council Handbook.

We aim to give each child the opportunity to take part in a residential experience in P7.

We aim to use the outdoors as much as possible to enhance our learning in all areas of the curriculum. We try to ensure that every child will have had a wide range of outdoor learning experiences while at West Barns Primary School.

Active Schools

We have an Active Schools Coordinator who organises various after school activities. Letters are sent home on a regular basis detailing what is available. Our current Active Schools Co-Ordinator is Gareth Hill and he can be contacted at ghill@elcschool.org.uk

Educational Visits

In order that pupils have first-hand experience of their many and varied environments, learning may be done in an outdoor space. This may mean travelling to a venue or be within the school grounds or local area.

Parents will be notified of these educational visits. Pupils are insured by East Lothian Council. The outdoor education experiences offered to the pupils carry a fairly large cost to families. This cost is mainly due to the rise in transport costs and we are duty bound to use approved providers who have met the requirements set out by East Lothian Council. We endeavour to notify you as early as possible and encourage families to consider regular payments as it can be a large sum from the household budget.

If families are finding it difficult, for a wide variety of reasons, to meet these costs please discuss this with the Head Teacher at your earliest convenience.

Assessment, Records and Reports

All pupils, nursery to P7, are continuously assessed by their class teacher. In the light of these assessments the pupils' needs and the teacher's strategies are reviewed.

Nursery profiles are completed by the nursery teacher and shared with parents. These are also passed onto the P1 teacher who uses these to inform planning in the early days in P1. All parents are asked to meet with the class teacher at least twice a year, to discuss progress, behaviour, etc. School work may be seen on these and other occasions throughout the school year e.g. parents may be invited to see the finished results of a project with which the pupils have been involved.

The School is developing an on-going system for reporting to parents. The aim is to provide details of each pupil's strengths, areas for development, attainment and achievement, and next steps in each curricular area, including Curriculum for Excellence levels in Literacy and English and Numeracy and Mathematics. The Learning Journeys will be shared each term with parents and a short report, created by the pupils and their teacher, added bi-annually in January and June. Parents are encouraged to comment on the learning logs and to seek further information if required at parent-teacher meetings.

Should a problem arise at any time regarding a pupil's work or behaviour the parent is asked to contact the head teacher at the earliest opportunity, in order that the problem may be aired and hopefully resolved positively.

Primary seven pupils will complete a Primary Seven Profile which features their best pieces of work and aspirations for the future. The Secondary School to which pupils normally transfer is Dunbar Grammar School, Summerfield Road, Dunbar (Tel. 863339). Parents are informed of the transfer arrangements by December of the pupil's last year in Primary School.

Towards the end of the P7, members of staff from Dunbar Grammar School have informal discussions with the Head Teacher and Primary 7 class teacher with regard to every child who is in P7 and who is about to transfer to that school. Records are sent to Dunbar Grammar School giving information about the child's progress. P7 Profiles are also part of our reporting process.

Homework Policy

At the start of each session, staff will outline expectations for homework with pupils and parents. For more details please refer to the leaflet on our website. A hard copy is available if parents wish one.

In the early stages all parents are asked to assist with pre-reading skills and reading. For some pupils the latter may continue throughout the school.

Support with reinforcing spelling, tables, number processes and with the use of reference materials while the child is researching a project may also be sought.

Parents are encouraged to find out about the methods used in school either individually, at meetings or school workshops so that they may effectively assist their children. If in doubt or you have concerns please contact us.

Parent co-operation and interest when homework is set is of great value to the pupil and the school.

Homework is an important and expected part of the school work at West Barns Primary. It allows for practise and consolidation of work done in the class. It may offer access to resources not available in the school, under adult supervision, and provides training for pupils in planning and organising their time.

It can:

- *help to develop good habits and self-discipline and encourage your child to take responsibility for learning.*
- *provide information for you as parents/carers and opportunities for you and your child to work together to enjoy learning experiences.*
- *create channels for parent/teacher dialogue*
- *help children prepare for secondary transfer.*

Parents are expected to support their child with their homework, and encourage them to let the teacher know if they are finding something challenging. Parents should ensure that any homework task is completed to the best of the child's ability, and should sign completed work if requested.

If a child has difficulty in completing a task, either because they do not fully understand the task or because they are labouring over it for too long, please let the teacher know in the homework jotter or diary. Parental interest has the advantage of keeping you in touch with your child's progress and supports the work of the staff and pupil.

Support for Learning

East Lothian Council work within a Staged Assessment and Intervention Framework (SAI). Steps are clear and support is accessed dependent upon need and resources.

Support for Learning is planned for and developed by the class teachers following discussion of need with the head or principal teacher. Staff are able to access support and advice from a variety of council teams. Support may range from a short focus on letter recognition and number bonds in the early years to strategies to allow children to manage their learning in later stages.

Parents will be kept informed if their child is receiving additional support in school. We encourage parental support at all times.

There is a separate leaflet which outlines supporting learning in more detail. This is on our website and you may request a hard copy if you wish.

East Lothian Educational Psychology Service - *information available in East Lothian Council Handbook.*

Extra-Curricular Activities

These take place either during or after the school day and in some cases both.

Swimming - P4 pupils receive instruction in swimming at Dunbar Indoor Pool. Swimming for P4 pupils is organised by East Lothian Council and takes place as part of the curriculum during the school day. It is usually scheduled from January to March.

Games - As part of and in addition to their Physical Education programme, the pupils are taught the skills for, and take part in, various sports activities e.g. athletics, badminton, basketball, football, netball, gymnastics, squash, etc.

Music - Brass instruction is given to pupils in P7 and P6 who show an aptitude in this area. Places are given in order of age with ability/aptitude being taken into consideration. Opportunities are given for public performance.

After School Clubs - A variety of clubs run over the year in blocks. These may include gardening, art and web clubs.

As the pattern of activities offered is dependent on the expertise, interests and time of staff and pupils these may alter from year to year.

Appendix 1 Request For School To Administer Medication

EAST LOTHIAN COUNCIL

MED1

The school will not give your child medicine unless you have completed and signed this form and the Head Teacher has agreed that school staff can administer medication.

1. DETAILS OF PUPIL

Pupil's Name: Date of Birth:

Address: _____

School: _____ Class: _____

Telephone: Home: _____ Emergency: _____

2. DETAILS OF MEDICATION

Conditions or illness: _____

Name/Type of medication: _____
(as described on container)

Prescribed by: (please tick as appropriate)

GP Name: _____

Address: _____

Hospital Name: _____

Address: _____

Other Name: _____

Address: _____

For how long will your child take this medication? _____

Full directions for use: _____

Dosage and Method: _____

Times at which medicine(s) to be given: _____

Special precautions: _____

Side effects: _____

Procedures to be taken in an emergency: (e.g. asthma - maximum number of dozes to be administered for treatment of acute wheezing) _____

3. STAFF INDEMNITY

East Lothian Council hereby indemnifies all authorised staff at the school from and against claims for negligent actions, costs, charges, losses, damages and expenses which they or any of them shall or may incur or sustain by reason of any negligent act or omission by them in the administration of medication to the Pupil. Provided always that the negligent act or omission was done in the course of their employment.

4. PARENTAL RESPONSIBILITY

- (i) I understand that I must deliver the medicine(s) personally to you, and to replace them wherever necessary and accept that this is a service which the school is not obliged to undertake.
- (ii) I accept responsibility for advising you immediately of any change of treatment prescribed by any doctor or hospital.
- (iii) I understand the terms of the Staff Indemnity.

Signature: Date:
(Parent/Carer)

Signature of Pupil: Date:

Date received by School: Signature:
Head Teacher

ACTION TAKEN

EAST LOTHIAN COUNCIL

Resources and People Services

John Muir House Handbook

(Appendix to School Handbook)

October 2015

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Communication

School Communication with Parents

The Children (Scotland) Act 1995 amended the definition of "parent" in the Education (Scotland) Act 1980 to "Parent includes guardian and any person who is liable to maintain or has parental responsibilities in relation to, or has care of, a child or young person". Communication with parents can take many forms and has many purposes. Schools are supported by East Lothian Council to use a range of ways to ensure that all parents have the information that they need to support their own child's learning and to help them become involved in the life of the school.

Divorced/Separated Parents – Information

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

Schools will therefore request the names and addresses of both parents at the time of enrolment and at the annual update of data. The parent/s with whom the pupil resides will automatically receive all communications from the school. If a parent lives away from the family home they will, when the school is first informed of their address, receive a Recorded Delivery letter enquiring whether or not they wish to receive information about their child's education. If no reply is received it will be assumed they do not wish to be kept informed and there will be no further communication unless a request for information is subsequently received. If they wish to be kept informed they will receive copies of all communications regarding the pupil including copies of reports and notification of Parents' Meetings. The parent with whom the pupil resides will be informed that this is happening.

The school is dependent on the parent with whom the pupil resides supplying the appropriate information i.e. the address of the parent not living in the family home, details of Court proceedings prohibiting that parent's involvement in the child's education or any other relevant documentation. Parents/Carers should note that children can only be collected from school by the parent with whom they reside unless the parent/carers have authorised an alternative arrangement. If someone else is to collect the pupil the school should be informed in advance.

School Ethos

Creating a Positive Ethos

East Lothian Council schools endeavour to create a positive learning ethos in a variety of ways. Some schools have taken on initiatives such as UNICEF's accredited scheme which promotes the learning of the UN's Convention of Rights for the Child. Some schools have taken on approaches to promoting positive behaviour such as restorative practice and/or the Nurturing Classroom/School. Being Cool in School is an Authority-wide initiative in schools which encourages pupils to assert themselves appropriately as they face everyday situations.

More information can be found from the Scottish Government's website on "*Improving relationships and promoting positive behaviour in Scotland's schools*" at: <http://www.scotland.gov.uk/Publications/2008/04/15100117/1>

Anti-Bullying Policy

All schools have an Anti-Bullying Policy as part of East Lothian Council's Anti-bullying Policy and incidents of bullying in schools are recorded as part of the Policy.

Further information can be found at: <http://www.eastlothian.gov.uk/antibullying>

Anti-bullying East Lothian (A.B.E.L)

Anti-bullying East Lothian (A.B.E.L) is located at the Brunton Hall, Musselburgh. A.B.E.L is a voluntary organisation that arose out of the strong desire of parents to do something for themselves to overcome the devastating effect that bullying can have on children, their families and their community. A.B.E.L offers information and support to the young person being bullied and their family and the young person displaying the bullying behaviour and their family.

Further information can be found at: <http://antibullyingeastlothian.org.uk>

Parental Involvement

Parent Forum and Parent Council

The Scottish Schools (Parental Involvement) Act 2006 encourages and supports more parents/carers to become involved in their children's education. The main aims of the Act are to:

- Help parents/carers become more involved with their child's education and learning.
- Welcome parents/carers as active participants in the life of the school.
- Provide easier ways for parents/carers to express their views and wishes.

All parents/carers are automatically members of the Parent Forum at their child's school and will be entitled to have their views represented to the school, education authority and others, through a representative Parent Council for the school. As a member of the Parent Forum, parents/carers will have a say in selecting their Parent Council (the representative body) to work on behalf of all parents/carers at the school.

The role of the Parent Council is to:

- Support the school in its work with pupils
- Represent the views of all parents/carers
- Encourage links between the school, parents/carers, providers of nursery education and the community
- Consult with and report back to the Parent Forum.

The Parent Council arrangements came into effect in August 2007. For more information on the Parental Involvement Act or to find out about Parents as Partners in their children's learning contact the school or Val McIntyre, Principal Officer, Resources and People Services, telephone number 01620-827228 or by e-mailing vmcintyre@eastlothian.gov.uk or the Parentzone website <http://www.educationscotland.gov.uk/parentzone>

Head Teachers now have a legal obligation to consult with their Parent Council to establish what they would like included in the School Handbook and ensure it is incorporated. Discussions should take place at Parent Council meetings and any decisions taken must be reflected in the school handbook.

Further information can be found at: <http://www.eastlothian.gov.uk/parentcouncils>

Parent Staff Associations

Where a Parent Staff Association exists at a school information on the Parent Staff Association will be provided by the school.

Scottish Parent Teacher Council (SPTC)

Scottish Parent Teacher Council (SPTC)

The Scottish Parent Teacher Council is the national organisation for Parent Teacher Associations (PTAs) and Parent Associations (PAs) in Scotland and runs an independent helpline service for all parents. You can contact the Scottish Parent Teacher Council by telephone 0131-474-6199, by e-mail sptc@sptc.info, the website <http://www.sptc.info> or write to Scottish Parent Teacher Council, 15 Mansfield Place, Edinburgh, EH3 6BB. East Lothian Council takes out an annual membership of the SPTC for their Parent Councils.

The Curriculum

Curriculum for Excellence

Schools follow the principles and practice of 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 schools do. Curriculum for Excellence comprises 8 curricular areas consisting of: Expressive Arts, Health and Wellbeing, Languages (including English, Gaelic, Classic and Modern Languages), Mathematics, Religious and Moral Education, Sciences, Social Studies 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 of all pupils. All 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. All 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.

Further information on Curriculum for Excellence can be found at:

www.educationscotland.gov.uk/parentzone

Other areas which can facilitate enhanced learning opportunities for pupils include:

- Instrumental Music Tuition
- Drama provision/Theatre
- Educational visits in museums/projects.
- Study Support and After School Activities
- Sport
- School Library Service

Further information can be found at: <http://www.eastlothian.gov.uk/communitylifeandleisure>

Outdoor Education

Outdoor Education is provided to schools through the East Lothian Outdoor Learning Service based in Musselburgh. The Outdoor Learning Service provides high quality, safe and sustainable outdoor learning opportunities. The service promotes progressive experiential learning and the benefits of healthy lifestyles. It responds to the needs of East Lothian schools and the wider community, delivering outdoor learning in an effective, inspirational and motivating manner.

Further information can be found at: <http://www.eastlothian.gov.uk/outdoorlearning>

Educational Excursions

Educational Excursions are designed and planned in accordance with the East Lothian Council's comprehensive Guidelines. Further information can be found at: www.elcvisits.org.uk

Religious Observance

Religious observance should provide opportunities for the school community to reflect on, and develop, a deeper understanding of the dignity and worth of each individual and their contribution to the school and wider communities. In recognition of Scotland's Christian heritage, schools are encouraged to use the rich resources of this tradition when planning religious observance. Many school communities contain pupils and staff from faiths other than Christianity or with no faith commitment. This should be taken fully into account in supporting spiritual development. It is of

central importance that all pupils and staff can participate with integrity in forms of religious observance without compromise to their personal faith stances.

At present school assemblies are the most common vehicle for delivering religious observance. There should be a clear distinction between assemblies devised for the purpose of religious observance and assemblies for other purposes such as celebrating success. Religious observance might include opportunities for class, year, stage or whole school observance as well as involvement by pupils and others, including school chaplains, in planning and presentation.

There is a statutory provision for parents to withdraw children from participation in religious observance. This right should always be made known to parents and their wishes respected. Parents should be provided with sufficient information on which to base a decision.

Where a child is withdrawn from religious observance, schools should make suitable arrangements for the child to participate in a worthwhile alternative activity. In no circumstances should a child be disadvantaged as a result of withdrawing from religious observance.

Further information can be found at:

www.eastlothian.gov.uk/religioninschools

Assessment and Reporting

What is meant by assessment?

Assessment tells us what children and young people know, understand and are able to do. Assessment is a process which supports your child's learning from Nursery through to S3 and not a series of events "done to them." By involving your child in the whole process of learning and assessment and allowing them to take responsibility for their own learning, it raises their standards of achievement and develops their skills for learning, life and work. Progress therefore becomes a measure of your child's success in setting high expectations and successfully achieving them.

What is assessed?

Curriculum for Excellence comprises 8 curricular areas consisting of: Expressive Arts, Health and Wellbeing, Languages (including English, Gaelic, Classic and Modern Languages), Mathematics, Religious and Moral Education, Sciences, Social Studies and Technologies. There are also 3 key areas which all teachers are responsible for teaching Literacy across learning, Numeracy across learning and Health and Wellbeing across learning.

Assessment and Reporting across East Lothian Schools

Each curriculum area is broken down into a set of experiences and outcomes. These experiences and outcomes in each area are then grouped as Early Level (Nursery—P1); First Level (P2-P4); Second Level (P5-P7); Third and Fourth Levels (S1-S3). The Experience describes the learning whilst the Outcome represents what the learning will achieve. This is often explained from the pupil's perspective as an 'I can....' statement.

What's in an "outcome"?

- The learning within each outcome is given to your child as a series of learning intentions.
- Each learning intention is supported by success criteria which are your child's steps to achieving success in learning.
- As each pupil achieves the success criteria, teachers and your child can both see the progress in learning which is being made across outcomes within each curricular area.

How are we assessing?

Teachers look at a range of evidence of learning which your child has produced before summing up his/her progress at that point in time. Some concrete examples of evidence might be:

- Self-assessment of a written story focusing on paragraphing, use of descriptive language and a coherent plot.
- A maths "check-up" worksheet on equivalent fractions.
- A PowerPoint presentation on a country's climate, land composition and geographical landmarks.

Evidence of children and young people's progress and achievements will come from day-to-day learning and through the things they may write, say, make or do.

How do teachers report on your child's progress?

Progress is now defined as "how much" and "how well" your child is learning, and not solely on "how fast" although pace is still important. The new curriculum is designed to enable your child to achieve greater breadth and depth of learning whilst also securing the development of skills and knowledge. Therefore reporting must now include information on progress which is either developing, consolidating or secure depending on how well your child has developed a breadth of learning, in challenging aspects and applied this learning in other curricular areas or contexts.

If your child has had opportunities to show breadth, challenge and application in the different curricular areas, but has not evidenced each through their learning and across a level, the teacher may report that your child is “developing.”

If your child demonstrates a range of evidence, where he/she has met challenges and deepened his/her learning, then your child will be “consolidating” their progress.

If your child has demonstrated that they have knowledge and understanding and skills across a breadth of learning, whilst meeting challenges across this breadth to deepen their learning and applied all of this in another context or curricular area consistently, then the teacher will report that your child is “secure.”

There is a range of ways in which your child’s teacher reports on his/her progress. Here are a few examples:

- “Learning Stories” are used to build a picture of progression for your child in each curricular area.
- Pupil reports are used to sum up your child’s progress in learning across the curriculum.
- E-portfolios are used to provide ongoing evidence of your child’s progress.

All learning is a journey of progress, which is rarely linear and takes many routes and pathways. Your child may take longer to progress in some areas in order to ensure the security that will enable them to make progress confidently.

Teachers will report also on your child’s effort and also on the level of support given.

When do schools assess?

Assessment takes place as part of everyday learning and teaching, periodically and at key transitions. As part of everyday learning, teachers are continuously assessing their pupils’ progress using learning intentions and success criteria as measures of pupils’ success. From time to time, teachers will use tests to assess children and young people’s progress and achievements in order to be able to plan ahead, record and report on progress and support learners.

Transitions are the moves children and young people make, from home to nursery, from stage to stage, from primary to secondary, to further education and employment. Information about a learner’s progress and achievements will be passed on to make sure that their broad general education continues at the correct level and at an appropriate pace for them.

Where can I find out more information about assessment and reporting?

Your child’s school will be able to provide you with more information on how they carry out specific assessments and how they report on your child’s progress.

Standardised Assessment

All our school use standardised assessment to support professional judgement about pupil’s progress in literacy and numeracy. These tests are used in conjunction with other assessment activities and the resulting data is not used in isolation to determine the pupil’s knowledge, skills and ability. Standardised assessment takes place at P1, P3, P5, P7 and S2.

Transitions

Enrolment

If you want your child to go to their catchment school, you should register your child directly with that school. You will need to provide your child's birth certificate and two pieces of proof of residence showing your current address (one of which must be your most recent council tax assessment letter or book and a recent utilities bill dated within the last six months). For pupils due to start Primary 1, you must show these at the school by the beginning of December, prior to your child starting school in the following August (please contact your catchment school to check enrolment days). This allows the Business Unit within Resources and People Services to give your child, as a resident in the school's catchment, priority for a place.

Further information can be found at: <http://www.eastlothian.gov.uk/enrollingyourchild>

School Catchment

Every school has a catchment area; each catchment area has clear boundaries. Children living in the catchment area are given priority for places in this school. Entitlement to a place in a school is based on home address and **not** on attendance at an associated school or nursery class. In some areas there are separate Catholic schools available for parents wishing their child to be educated in this type of school. Children living in the catchment area and baptised in the Catholic faith are given priority for places in this school.

Each primary school in East Lothian [feeds into a corresponding secondary school](#) (click on the link to view details). The boundary lines for each primary and secondary school catchment area in East Lothian for the most remain so since circa 1980's, and were originally recorded on printed copies of A-Z street maps and Ordnance Survey Maps. To improve accessibility of information, each school catchment area map was re-digitised for public use on the East Lothian Council's website, as approved by Education Committee in May 2011.

The catchment boundary lines are available to view via:

http://www.eastlothian.gov.uk/site/scripts/download_info.php?downloadID=1588

For an overview map of all the catchments, download the [following map](#) from the East Lothian Council website. There are no catchment boundaries for nursery provision.

Pupil Placement

The law allows parents to express a preference for a different school (such a school is often referred to as a non-catchment school) rather than placing their child in their local school. The Council is obliged to grant a placing request wherever possible. While most requests are granted in some cases this is not possible. The Council can only refuse a placing request if any of the criteria as per Section 28A (3) Education (Scotland) Act 1980 is met. If a placing request is refused the parent has the right to appeal this decision. An appeals panel will hear the appeal and if they come to the conclusion that they do not think the grounds of refusal quoted stand or that even though the grounds of refusal stand it is still inappropriate to refuse the place, they can overturn the decision and the child would be allocated a place in that school.

Pupil placement process must meet set timescales, all requests received by 15 March must be considered at the same time. Parents must receive the outcome of their request before the end of April. If a school is oversubscribed detailed reports outlining all the placing requests for that school are presented to the Pupil Placement Sub Committee for approval.

Further information can be found at: <http://www.eastlothian.gov.uk/choosingaschool>

Further information can be found at: <http://www.eastlothian.gov.uk/PlacingRequests>

Reserved Places/Roll Capping in Schools

Resources and People Services obtains information on the migration of pupils from certain schools where we may need to reserve places for incoming catchment pupils. Reserving places is crucial in areas where there are high levels of house build or high migration into catchment. This also informs whether it will be necessary to roll cap certain stages within a school or the whole school to maximum number.

By the end of December we have received class organisation returns from primary and secondary schools for the next school year. This information is vital as it informs the Services of how many catchment pupils have enrolled and the number of non-catchment places that can be granted. It is also an early warning for any problems i.e. over school capacity or large increases in pupils' numbers because of house build. Detailed reports requesting roll capping of schools or retaining places for pupils moving into the catchment area are always presented to Education Committee for approval.

The Senior Phase – Developing Scotland's Young Workforce

The Commission for Developing Scotland's Young Workforce was set up in January 2013 to provide recommendations to Scottish Ministers on how Scotland's approach to vocational education and training could be improved, and how the Scottish Government could get more employers involved in all aspects of education and employing more young people.

In June 2014, the Commission published its final report entitled "Education Working for All" which sets out 39 recommendations.

Many of these recommendations are of relevance to school-age young people, including that:

- Preparing all young people for employment should form a core element of Curriculum for Excellence.
- Senior phase pathways should include industry-recognised vocational qualifications alongside academic qualifications.

Curriculum for Excellence, as a whole, is about providing learners with the range of learning pathways that meet their individual needs and aspirations and prepare them for learning, life and work. The Commission's recommendations sit well with these aims and will be taken forward within the context of Curriculum for Excellence in schools, building on the wide range of work that schools and their partners are already doing in this area.

Support for Pupils

Pupils Who Have Additional Support Needs

All East Lothian schools offer a range of support for children and young people with additional support needs. There are a number of additional services both within the Authority and from external agencies that offer enhanced support to pupils with additional support needs.

• Provision and resources are accessed through the local authority's processes of resource allocation and Staged Assessment and Intervention, in consultation with professionals, the child or young person and their family.

The Council's Policy document "Framework for Meeting Additional Support Needs" provides a framework for full and effective inclusion of pupils who have additional support needs. The Authority has an Accessibility Strategy for schools which enables access to Communication, Environment and the Curriculum for all pupils. Schools also take account of the Equalities Act 2010.

The Education (Additional Support for Learning Act) (Scotland) 2004 (amended 2009)

The Education (Additional Support for Learning Act) (Scotland) 2004 (amended 2009) states that:-

- A child or young person who has additional support needs, and also his/her parents or carers, should be involved in any decisions-making. They can have a supporter with them at meetings or have an advocate present to present their case for them. A young person's views must be taken into account for post-school transitions.
- Young people and parents/carers should be provided with information and advice about their own, or their child's additional support needs. They can also request, at any time, an assessment to establish additional support needs or if a Co-ordinated Support Plan is required, or for a Co-ordinated Support Plan to be reviewed.
- A young person who has additional support needs or his/her parent or carer can make a placing request to another education authority or an independent school.
- The local authority is required to provide a free mediation. Common Ground Mediation is East Lothian Council's provider. It promotes collaboration between parents, children, school and education services. Anyone involved in a disagreement can access this service.
- Young people and parents or carers can make an application to use the free, national Dispute Resolution process to resolve certain types of dispute.
- Young people and parents or carers can appeal to the national Additional Support Needs Tribunal to challenge a decision about a Co-ordinated Support Plan and certain other matters relating to additional support needs. Free advocacy can be provided for this.

Information is available from Resources and People Services, Business Unit, John Muir House, Haddington, East Lothian, EH41 3HA.

Further information can be found at: <http://www.eastlothian.gov.uk/additionalsupportneeds>

Enhanced Transition for pupils with Additional Support Needs

All children and young people go through a number of transition stages in their school education when they move from one setting to another. Children and young people with additional support needs will need different levels and types of support. In East Lothian, we manage this through the Staged Assessment and Intervention Framework. The team working with the child or young person, the child or young person themselves and their parents are best placed to decide on the level of planning and the nature of intervention needed.

Further information can be found at: <http://www.eastlothian.gov.uk/transition>

East Lothian Educational Psychology Service

Educational Psychologists are part of Resources and People Services. Educational Psychologists make regular visits to all nursery, primary and secondary schools.

What do Educational Psychologists do? Educational Psychologists work collaboratively with other professionals, parents and carers, to help children and young people overcome barriers to learning. They support school staff to enhance learning environments, to ensure they are effective for all children and young people, whatever their learning needs.

How does an Educational Psychologist become involved with my child? If you have any concerns about how your child is getting on at school, the first thing to do is share them with school staff. If staff feel that an Educational Psychologist may be able to help, they will contact their link Educational Psychologist for a consultation or invite them to a staged assessment meeting in school. If the Educational Psychologist is going to become formally involved with your child, then parental permission for this will always be sought. You are also welcome to contact the Educational Psychology Service directly if you would prefer.

You can contact the Educational Psychology Service , Telephone number 01620- 827827 or write to East Lothian Council, Educational Psychology Service, John Muir House, Haddington, East Lothian, EH41 3HA.

Further information can be found at: <http://www.eastlothian.gov.uk/educationalpsychology>

Professionals visiting schools/information sharing and confidentiality

Schools can call on professionals from a number of different agencies/services for help and advice. These include Educational Psychologists, officers with the Educational Services, School Doctor, School Nurse, Careers Advisor, Social Worker, Family Support Worker etc. Formal referral to any of these agencies/services would only take place with the consent of parents/carers. There will however be occasions when issues may be discussed **in confidence** without formal referral and therefore without such consent. If parents are concerned about this they should contact the school for further information.

Exceptional circumstances in which information may be disclosed without consent

Disclosure of personal information without consent may be justified where failure to do so may expose the service-user or others to risk of serious harm. Staff should always make every effort to gain consent but the health and safety of the individual has primacy over the right to confidentiality. Exceptional circumstances may include:

- Child Protection: staff should adhere to the Edinburgh and Lothians Inter-agency Child Protection Procedures.
- Protecting vulnerable adults
- Protection of Children (Scotland) Act 2003
- Life threatening or dangerous situations, for example, where a young person:
 - shows signs of physical, emotional or sexual damage
 - is at risk of significant harm or threatening suicide.

Child Protection

The East and Midlothian Child Protection Committee (EMCPC) is the key group dealing with child protection work in East Lothian and Midlothian. Child abuse can happen to any child and in any family background. 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 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)

The Procedures promote a high level of inter-agency co-operation when working with children who may be in need of protection. Training is available for all staff in East Lothian Council to ensure that their skill and commitment is used effectively in identifying and protecting children who have been abused or may be at risk of abuse.

The Procedures will further encourage the partnership that exists between the Resources and People Services, Health and the Police in East Lothian and will help towards building a partnership with parents in carrying out our duties and responsibilities to East Lothian children and young people.

Further information can be found at: <http://www.eastlothian.gov.uk/childprotection>

Children and Young People who are looked after

There are some children and young people who are looked after or looked after and accommodated (LAC) and who may have additional support needs as directed by the Education (Additional Support for Learning Act) (Scotland) 2004 (amended 2009). Schools are very aware of who their LAC pupils are and the supports and strategies which may be required to meet their diverse needs. The Educational Psychology Service works closely with schools and staff from Children's Wellbeing to support these often vulnerable young people.

Team Teach

We pride ourselves in East Lothian on providing a safe learning environment for our pupils. In exceptional situations, some of our children may get anxious or agitated, and we will do our best to help pupils through using communication skills, distraction techniques and removing triggers where possible.

There may be times when children need more help; this may require staff's positive physical support to ensure; the pupil's own safety; the safety of other pupils and staff; that property is not seriously damaged. In East Lothian, we have adopted the 'Team Teach' approach to manage this level of behaviour on the few occasions it occurs, and staff are trained and accredited to use a range of 'Team Teach' techniques.

In these instances all incidents are recorded in school. Parents are informed as a matter of course. Children who are likely to need help in this way will have a Positive Handling Plan that will be discussed with you, and routinely followed by all school staff. If required we will ask parents to share relevant information with other people/agencies supporting pupils, e.g. transport, respite, link family, etc, to maintain a consistent approach for children and young people. If you have any

questions about how we manage behaviour at school, or about the 'Team Teach' approach please contact the Head Teacher.

School Improvement

The Standards in Scotland's Schools Act (2000) requires that every local authority aims to secure improvement in the quality of school education which is provided in the schools managed by them. As part of East Lothian Council's legislative duty to ensure that schools are supported in improving standards for pupils each year, evaluation visits are carried out in every school at least once during each school session. By focusing on improvements in performance during these visits, schools are supported in ensuring high standards are achieved and maintained.

The Role of Quality Improvement Officers

There are 3 Quality Improvement Officers who have responsibility for support and challenge across all East Lothian schools. Responsibilities to individual schools include:-

- Provide support pre, during and post Education Scotland Inspection
- Support and monitor development planning ensuring links to How Good Is Our School? Child at the Centre and Service Improvement Framework outcomes
- Provide advice on staffing/finance/resources issues
- Support development/progression of Curriculum for Excellence
- Analyse and use data to challenge schools to raise attainment and achievement
- Participate in the appointment of senior members of school based staff
- Provide support in the resolution of disciplinary matters; complaints; and other school based issues
- Devise and promote strategies to address areas where performance should be improved; monitor and report on progress
- Undertake evaluation visits to all schools and provide reports as appropriate.

The 3 Quality Improvement Officers each have 2 clusters of schools within their remits:

- 1) Dunbar & Tranent
- 2) Haddington & Prestonpans
- 3) Musselburgh & North Berwick

Other important elements within the Quality Improvement Officer role include:

- Monitoring of children who are home educated
- Parental complaints and Freedom of Information Requests
- Reporting to Scottish Government, Education Scotland
- Managing Local Authority educational developments, e.g. Leadership Development, Assessment & Moderation
- Involved in the recruitment process of Head Teachers and Depute Head Teachers.

Local Authority Policies and Practical Information

Composite Classes

There are composite classes in most schools across East Lothian. They help us to deliver effectively within the school's budget and are based on pupil age. 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 do not 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. Parents should also create opportunities to maintain friendships and encourage new ones.

Further information can be found at: <http://www.eastlothian.gov.uk/compositeclasses>

Absence and Attendance

Parents are responsible for ensuring that their child attends school regularly and where an absence should occur, informing the school as to the nature of non-attendance and possible length. In cases of unsatisfactory attendance, the Head Teacher will call on the Child & Family Support Worker (Attendance) to visit the home and discuss the problem with the parents. If such unsatisfactory attendance continues the Head Teacher, following discussions with the Child & Family Support Worker (Attendance) and other agencies will decide whether the case should be referred to the local Area Attendance Advisory Group. Parents should be encouraged to take holidays wherever possible out with term times. Where parents wish to keep their child off school for some reasonable purpose, they are asked to write to the school before doing so. Where pupils have a rearranged appointment during school hours e.g. dentist, hospital the pupil should bring a note or appointment card to school before the appointment.

Further information can be found at: <http://www.eastlothian.gov.uk/attendance>

The Children and Young People (Scotland) Act 2014.

The Children and Young People (Scotland) Act 2014, is aimed at making sure every child and young person gets all the support they need to do well in their lives and will be fully implemented by August 2016. East Lothian Council is working to make sure the authority is ready for August 2016 when the planned changes happen.

East Lothian Council's Education Department has an obligation to ensure that every child age 5-18 has a Named Person and that every parent is entitled to know who the Named Person is for their child. East Lothian Council also has an obligation to ensure that where necessary, a statutory "Child's Plan" is prepared and upheld. The Named Person function will become a statutory requirement by August 2016

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Transferring Educational Data about Pupils

The Scottish Government and its partners collect and use information about pupils through the Pupil Census to help to improve education across Scotland. Below explains why we need this information, how we use it and what we do to protect the information supplied to us.

Why do we need your data?

In order to make the best decisions about how to improve our education service, Scottish Government, education authorities and other partners such as the SQA and Skills Development Scotland need accurate, up-to-date data about our pupils. We are keen to help all our pupils do

well in all aspects of school life and achieve better examination results. Accurate and up-to-date data allows us to:

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

Data policy

Information about pupils' education is collected through our statistical surveys in partnership between the Scottish Government and Local Authorities through the ScotXed Programme which aims to help schools and Local Authorities by supporting efficient collection, processing and dissemination of statistical information. The Scottish Government then provides analysis of the data to support research, planning, management and monitoring of education services as well as to produce National Statistics publications.

Education data within Scottish Government is managed effectively by secure systems and is exploited as a valuable corporate resource, subject to confidentiality restraints. As part of its data policy, Scottish Government will not publish or make publicly available any information that allows individual pupils to be identified, nor will data be used by Scottish Government to take any actions in respect of individuals. Data is held securely and no information on individual pupils can or would be made publicly available by Scottish Government.

The individual data collected by Scottish Government through the Pupil Census is used for statistical and research purposes only.

Your data protection rights

The collection, transfer, processing and sharing of ScotXed data is done in accordance with the Data Protection Act (1998). We also comply with the National Statistics Code of Practice requirements and other legislation related to safeguarding the confidentiality of data. The Data Protection Act gives you the right to know how we will use your data. This note can give only a brief description of how we use data. Fuller details of each individual ScotXed survey, including the purpose of each and the published data, can be found on the ScotXed website (www.scotxed.net).

Scottish Government works with a range of partners including Education Scotland, Skills Development Scotland and the SQA. On occasion, in order to help meet our aim of improving the life of young people in Scotland, we may make individual data available to partners such as the National Registers of Scotland to carry out research relating to the national population census and also academic institutions and organisations to carry out additional research and statistical analysis to meet their own official responsibilities. Any sharing of data will be done under the strict control of Scottish Government, and will be consistent with our data policy. This will ensure that no individual level data will be made public as a result of the data sharing and that these data will not be used to take any actions in respect of an individual. Decisions on the sharing of data will be taken in consultation with relevant colleagues and individuals within and outwith Scottish Government. At all times pupils' rights under the Data Protection Act and other relevant legislation will be ensured.

Concerns

If you have any concerns about the ScotXed data collections you can email the Head of Schools Analysis, Mick Wilson, at mick.wilson@scotland.gsi.gov.uk or write to The ScotXed Support Office,

Area 2D, Victoria Quay, Leith, EH6 6QQ. Alternative versions of this page are available, on request from the ScotXed Support Office, in other languages, audio tape, Braille and large print. The information provided by you is processed electronically & stored by East Lothian Council for admin purposes in accordance with the Data Protection Act 1998. You have the right to see & access this information at any time. Extracts of this information will be shared with the Scottish Government & East Lothian Council's Education and Childrens' Services annually, exclusively for research & analysis purposes; whereby individual children will not be identified.

Extracts of pupil data will also be shared with the Electoral Registration Officer to offer the opportunity to register on the Electoral Roll when approaching their 16th birthday; and may also be shared with the NHS for monitoring child health immunisation, dental and vision programmes. East Lothian Council holds & shares information on school leavers, in order to support & provide career planning services. This will consist of name, address & school results, but may also contain sensitive personal data, e.g. information about health or any convictions. To help with career choices, information may be shared with: East Lothian Council Services, SDS (Careers Scotland), Colleges or Universities, National Training Providers & relevant Voluntary Organisations. The Council will use the information in accordance with the Data Protection Act 1998. Changes of circumstances must be notified in writing to the school immediately.

Consulting with pupils

Under the Children (Scotland) Act 1995 the views of children should be taken into account when major decisions are being made which will affect their lives. Generally children over 12 are presumed in law to have a view but younger children may also be mature enough to have a view and should be given the opportunity to express it. While the Local Authority and schools may not be bound by this they do consult with pupils and the methods used will be included in the School's handbook. This could include formal consultation through Pupil Councils, pupils co-opted to Parent Councils, questionnaires, suggestion boxes, review and planning meetings, as well as arrangements to consult with individual pupils at appropriate times (subject choice, exclusions etc.).

Exclusions of pupils

Exclusion from school is used on occasions when the safety of the pupil concerned or others is at risk if the pupil remains in school. The period of exclusion should be as short as possible and used as a "breathing space" to enable the school/family/other agencies to work together to support the child/young person to return to school successfully.

Further information can be found at: <http://www.eastlothian.gov.uk/exclusion>

Assistance with Provision of School Clothing

East Lothian Council operates a scheme of provision to ensure that a pupil is sufficiently and suitably clad to take full advantage of the education provided. Families in receipt of Income-Based Job Seekers Allowance, Income Support and Income Related Employment and Support Allowance will qualify for such a scheme. Other cases may be considered in the case of exceptional personal circumstances. Parents who wish to apply for the scheme should complete an application form which is available from Resources and People Services, Business Unit, John Muir House, Haddington, EH41 3HA.

Further information can be found at: <http://www.eastlothian.gov.uk/schoolclothingandfreeschoolmeals>

Free School Meals

Under the Education Committee policy, children in attendance at schools under the management of the Council are entitled to free school meals if their parents are in receipt of Income Support or

Income-based Jobseekers Allowance or Income Related Employment and Support Allowance or Child Tax Credit but NOT Working Tax Credit with an annual income of less than £16,105 or Child Tax Credit and Working Tax Credit with an annual income of less than £6,420. No other children are eligible for free meals. Further information can be obtained from Resources and People Services, Business Unit, John Muir House, Haddington, EH41 3HA.

Further information can be found at:
<http://www.eastlothian.gov.uk/schoolclothingandfreeschoolmeals>

Free School Meal (Primary 1, 2 and 3)

All pupils in Primary 1, 2 and 3 are entitled to a free school meal (but not free school milk). People receiving the following benefits should continue to complete a **Free School Meal Application Form** to ensure they are not charged for school milk.

- Income support/Income based job seekers allowance
- Employment support allowance (income related)
- Child tax credit but NOT working tax credit with an annual income less than £16,105
- Child tax credit AND working tax credit with an annual income less than £6,420

Education Maintenance Allowances (EMAs)

Education Maintenance Allowances (EMAs) have been available since August 2004 for young people aged 16 planning to continue their education in school. It is a fortnightly payment of £30.00 per week paid directly to the pupil where the pupil's household income meets the qualifying criteria. Application Forms and further information is available from Resources and People Services, Business Unit, John Muir House, Haddington, EH41 3HA.

Further information can be found at: <http://www.eastlothian.gov.uk/emas>

Employment of Children

Children under the statutory school leaving age can only be employed within the terms of the by-laws on the Employment of Children. These regulations do not permit the employment of children under 13 years of age, and for those over the age there are limits on the hours and type of employment which are allowed. Parents and employers **must** both complete an application form for an employment permit before the employment begins. Forms and information are available from the school office. Further details can be obtained from Resources and People Services, Business Unit, John Muir House, Haddington, EH41 3HA.

Further information can be found at: <http://www.eastlothian.gov.uk/employmentofchildren>

Home Education

If parents wish to remove their child from mainstream education and home educate their child, they must write to the Head of Education in the first instance stating reasons for this withdrawal and ask for permission. Families are contacted by a member of staff within Resources and People Services annually and offered the opportunity to meet a Quality Improvement Officer and discuss the education provision for the child/children. If a family declines a meeting, they must submit information, in writing, about how they are meeting the educational needs of their child/children.

All enquiries made about home education are recorded in the department and a letter is sent to the family. Included with the letter is a leaflet for parents/carers giving details of websites offering advice and support.

For information can be found at: <http://www.eastlothian.gov.uk/homeeducation>

Transport: Policy of the Council and Local Arrangements

The Council's current policy is to provide home to school transport for those pupils attending the catchment school who live more than two miles from that school. Bus passes are issued where public transport exists and contract transport is arranged where there is no suitable public transport. Where there are vacant seats on contract buses, these may be made available to pupils who are not normally entitled to free transport on a "grace and favour basis" but must be applied for each session. These can be withdrawn should the seat be required for pupils who qualify for this provision.

Travelling expenses are also met in the case of any pupil whom the Council requires to attend a school other than the district school, if the pupil meets the distance qualification and where appropriate, free travel is provided for pupils receiving special education. Parents who choose to send their children to a school other than the district school will not receive assistance in relation to travel to and from school.

Further information and an application form can be obtained from Resources and People Services, Business Unit, John Muir House, Haddington, EH41 3HA.

Further information can be found at: <http://www.eastlothian.gov.uk/schooltransport>

Road Safety

East Lothian Council working with Lothian and Borders Police and other agencies are committed to reducing the numbers and severity of road casualties. They have identified a number of important initiatives to help reduce the number of road casualties. These will require a notable change of behaviour by everybody, particularly from drivers in built-up areas.

These initiatives aim to reduce the number of car journeys to and from school by pupils, parents and staff to:

- Encourage children to walk or cycle to school, thereby improving the safety for the pupil on the journey to school
- Provide pupils and parents with appropriate training to allow them and their children to journey to and from school safely
- Improve pedestrian safety in and around school
- Raise awareness amongst pupils, parents, and staff of the wider health and environmental problems associated with increase car use
- Improve the local environment for everyone by reducing pollution, congestion and addressing safety issues around the school.

Parents should always be reviewing their current or intended mode of travel to and from school and consider whether or not it should be changed or modified to help the school, pupils, staff and other parents to reduce the number of child casualties.

Further information can be found at: <http://www.eastlothian.gov.uk/roadsafety>

Health and Safety

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

Medical Care

Throughout their years at primary and secondary school, all pupils will be seen from time to time by a team of specialists, Health Service and Resources and People Services staff to make sure they benefit as much as possible from all that school has to offer, and to help them prepare for life after leaving school. The School Health Service is part of the Community Child Health Service and has direct links with those who carry out health checks on children before they start school.

Administration of Medical Procedures

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

Further information can be found at: <http://www.eastlothian.gov.uk/adminofmedication>

Emergency Closure of Schools

The first priority of the Head Teacher must be to keep the school open if at all possible. However, the early closure (or part closure) of a school in an emergency may be required because of fire, flood, loss of building services, extreme weather conditions or some other event. When children have to return from school at a time earlier than normal, parents may not be able to arrange for them to be received at home by themselves or by an adult who will look after them. Head Teachers must be reasonably satisfied that there will be a responsible adult available to receive the child, and must be prepared to make arrangements for the supervision of certain children in school, until the normal closing time of the school.

In these circumstances, the Head Teacher should consult with the Head of Education. The Head of Education will use all of the information available both centrally and locally to decide whether the school should be closed and whether this would be for pupils only or for the whole school community. It should be noted that close contact will be maintained with the School Transport Officer at East Lothian Council.

The Head Teacher will prepare and send to the Head of Education the relevant information for notifying the media, through the Corporate Communications Team of East Lothian Council. This information should include the name of the school which is closing, whether it is a partial or whole school closure, i.e. to pupils; pupils and staff; community groups and the reason why the school is closing. Information will also be required on how long the closure will be and how the media, parents, carers and pupils will be informed when the school will be reopening. Once approval has been granted to close a school, Resources and People Services will notify the Corporate Communications Team to ask them to inform the media and upload messages to the Council's communications channels, such as its Twitter feed, intranet and the Council's website <http://www.eastlothian.gov.uk>. Whenever possible, schools will update their own school website with this information.

Complaints Procedures

Most complaints can and should be resolved at school level. If you have cause for concern, the first person to approach will normally be the Head Teacher. If a meeting is required with the Class or Guidance Teacher, Head Teacher or another senior member of staff then this should be arranged as quickly as possible. If you still remain dissatisfied then the procedures contained within "How to make a comment, compliment or complaint about a Council service" should be followed.

Further information can be obtained at: <http://www.eastlothian.gov.uk/complaints>

Unacceptable Behaviour

East Lothian Council does not tolerate physical or verbal abuse towards staff. Such abuse is a criminal offence and may lead to prosecution.

Schools within East Lothian

A list of all primary and secondary schools can be found at:
<http://www.eastlothian.gov.uk/educationandlearning>

Useful Telephone Numbers

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

Depute Chief Executive	• Alex McCrorie	01620-827864
Head of Education	• Darrin Nightingale	01620-827222
Head of Children's Well-being	Sharon Saunders	01620-827633
Principal Educational Psychologist	Lynne Binnie	01620-827998
Education Service Manager (Strategy & Operations)	Richard Parker	01620-827494
Education Service Manager (ASL and Early Years)	Alison Mitchell	01620 827565
Principal Inclusion & Equality Officer	Fraser Parkinson	01620-827961
Parental Involvement Act (Parent Councils/Forums)	Val McIntyre	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

School Session Dates

School session dates for 2016/17 and 2017/18 were approved by the Education Committee on 22 September 2015 and can be found at:
http://www.eastlothian.gov.uk/info/860/term_holiday_and_closure_dates/932/school_term_dates

The Scottish Government can be contacted at:
 Scottish Government Education Department
 Victoria Quay
 EDINBURGH, EH6 6QQ
 Telephone Number 0131-556-8400

<http://home.scotland.gov.uk>

Accuracy of Information

The information contained in this booklet was accurate as at November 2015.

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- November 2015
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