

Welcome to Pentland Primary School

Respect for oneself, others, learning and opportunity



School Handbook

At Pentland, we encourage our Learners to be:

Engaged, Aspirational, Reflective & Supportive



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N.B. Information in italics is generic to Edinburgh schools.

A Foreword from the Director of Children and Families

Session 2016- 2017

Dear Parents

This brochure contains a range of information about your child's school which will be of interest to you and your child. It offers an insight into the life and ethos of the school and also offers advice and assistance which you may find helpful in supporting and getting involved in your child's education.

We are committed to working closely with parents as equal partners in your child's education, in the life of your child's school and in city-wide developments in education.

Parental involvement in the decision making process and in performance monitoring are an integral part of school life. We look forward to developing that partnership with your support.

I am pleased to introduce this brochure for session 2016 -17 and hope that it will provide you with the information you need concerning your child's school. If you have any queries regarding the contents of the brochure, please contact the Head Teacher of your child's school in the first instance who will be happy to offer any clarification you may need.

Alistair Gaw

Acting Executive Director of Communities and Families



Head Teacher: Mrs Jacqueline Mackenzie

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Edinburgh
EH13 9JF

0131 445 1510

Website: <http://pentlandview.co.uk/public/>



: @PentlandPS

Email: admin@pentland.edin.sch.uk

Dear Parents and Carers,

Thank you for your interest in Pentland Primary School. Our school is a non-denominational, co-educational school for all stages from Nursery to Primary 7. We are proud of our high standards in learning and teaching, which we hope, will set our pupils on the path of lifelong learning.

We seek to provide a safe, caring environment where all children feel happy, confident and valued as individuals. One of our major aims is to provide learning opportunities of the highest quality. We recognise the knowledge and skills which each child brings to school and wish to build on these by providing a programme of challenging experiences which will meet, as far as is possible, the individual needs of each child.

Starting school for the first time or changing schools is a momentous occasion for any child and their family. We hope this handbook provides information and reassurance that we will endeavour to provide the best quality educational experience in order that your child can achieve his/her full potential.

This is best achieved by families and schools working together in partnership. Throughout the handbook there are numerous ways identified where families can support their child and the school. We welcome your involvement with us and hope this is the start of many happy years.

Yours sincerely,

Mrs Jacqueline Mackenzie
Head Teacher

Curriculum for Excellence

Our aim is to develop

- ✓ successful learners
- ✓ responsible citizens
- ✓ effective contributors
- ✓ confident individuals



Please note - A separate handbook for our nursery classes is available from the school office.

About The School

Currently we have 452 children in our primary school classes and we have 16 classes. We also have two nursery classes.

School Day

Nursery	Monday - Friday	8.30am to 11.40am	12.20pm to 3.30pm
Primary 1 - 2	Monday – Thursday Friday	8.50am to 12.05pm 8.50am to 12.15pm	1.10pm to 3.05pm
Primary 3 - 7	Monday – Thursday Friday	8.50am to 12.25am 8.50am to 12.25pm	1.10pm to 3.15pm

Smart Start

To ensure pupils receive the full entitlement to learning and teaching time, experience less congestion in the cloakrooms and have time to organise themselves in readiness for the beginning of the school day we operate a smart start.

- The school will open its doors each day at 8.40am and children will be invited to filter into school
- Pupil support assistants will supervise the children at the doors, in corridors and in classrooms, supplemented by senior pupil monitors.
- Children will be trained to sit down and read silently a book of their choice, or begin work on a morning challenge. They will be expected to be quiet and to sit at their desks as their class teachers will be engaged in important preparation tasks for the day at this point.
- Some children may choose to stay in the playground to play with their friends. These pupils still need to be ready to start lessons promptly at 8:50am so a warning bell will sound at 8.45am and pupils will enter the school immediately on the bell, without lining up.
- The doors will close as usual at 8.50am and the procedures for latecomers will remain the same – they will enter the school by the office as we are required to record electronically when pupils are late.

Breakfast Club

We offer this facility to children in P1 to P7 from 8am to 8.30am in our dining hall. Please phone the school for details and an application form.

After School Club

The After School Club is run by Oscars Childcare. The club operates from 3.05pm to 5:45pm and meets in the dining hall. For further information about availability and price please contact their head office on 0131-557-7500 or visit the website pentland@oscarschildcare.com. The manager is Graham Anderson and he can be contacted on 07788438323.

◆ EDINBURGH ◆

YOUR COUNCIL – YOUR FUTURE

School Session Dates for 2016/17

Staff Resume		Monday 15 th August 2016*
Staff Only		Tuesday 16 th August 2016*
Pupils Resume		Wednesday 17 th August 2016
Autumn Holiday	School Closed	Monday 19 th September 2016
All Resume		Tuesday 20 th September 2016
Mid-term	All Break	Friday 14 th October 2016
Staff Resume		Monday 24 th October 2016*
Pupils Resume		Tuesday 25 th October 2016
Term Ends		Thursday 22 nd November 2016

Staff Resume		Monday 9 th January 2017*
Pupils Resume		Tuesday 10 th January 2017
Mid-term	All break	Friday 10 th February 2017
All Resume		Monday 20 th February 2017
Term Ends		Friday 31 st March 2017

<i>The Easter break incorporates the following two holidays</i>		
Good Friday	School closed	Friday 14 th April 2017
Easter Monday	School closed	Monday 17 April 2017

All Resume		Tuesday 18 th April 2017
May Day	School closed	Monday 1 st May 2017
All Resume		Tuesday 2 nd May 2017
Staff Only	Closed for Pupils	Thursday 4 th May 2017*#
Pupils Resume		Friday 5 th May 2017
Victoria Day	School closed	Monday 22 nd May 2017
All Resume		Tuesday 23 rd May 2017
Term Ends		Friday 30 th June 2017

* Five In' Service days for all schools

Fifth In-Service day coincides with the date of the Scottish Local Government Elections

The above timetable allows for staff and pupil attendance as follows:

	Pupils	Staff
Term 1	85	88
Term 2	54	55
Term 3	51	52
Total	190	195

Section One – Practical Information about the School

This section deals with the practical aspects of your child's attendance at our school. It provides details on such things as:

- travelling to and from school
- school meals and milk
- financial assistance with school clothing, transport and school meals
- school closures in an emergency or unexpectedly for any reason
- general supervision available for your child in the morning and at lunchtime
- wet weather details
- how the school communicates with parents
- how to complain if you are not happy about something.

Registration and Enrolment

The date for registration of new school entrants is advertised in local nurseries, in the local press and on the council's website www.edinburgh.gov.uk. Registration for Primary One and First Year Secondary takes place in November each year. Pupils should be registered in only one school for their catchment area. Parents will be provided with information about the school, when they register their child.

Parents who want to send their child to a school other than the catchment school must make a placing request. Please refer to section four of this handbook for more information on placing requests.

Parents of pupils who have moved into the catchment area or, who wish their child to transfer to the school, should contact the school office for information.

Attendance and Absence

It is the responsibility of parents of a child of school age to make sure that their child is educated. Absence from school is recorded as authorised, that is approved by the children and families department, or as unauthorised, which is unexplained by the parent (truancy).

If your child cannot attend school for any reason please contact the school office by 9am to inform us.

If a child does not appear in school and no notification has been given of an absence, the school will attempt to contact the parents.

Please let the school office know by letter or phone if your child is likely to be absent for some time, and give your child a note on his or her return to school, confirming the reason for absence. If there is no explanation from a child's parents, the absence will be regarded as unauthorised.

Please make every effort to avoid family holidays during term time as this will disrupt your child's education and reduces learning time. The Headteacher can approve absence from school for a family holiday in certain extreme situations, for example, in traumatic domestic circumstances where the holiday would improve the cohesion and wellbeing of the family. Please discuss your plans with the Headteacher before the holiday.

Attendance and Absence (continued)

If the Headteacher cannot give permission before the holiday, it will be recorded as unauthorised absence. The Headteacher can authorise a holiday if you can prove that work commitments make a family holiday impossible during school holiday times. Normally, your employer will need to provide evidence of your work commitments. Absence approved by the Headteacher on this basis is regarded as authorised absence.

Any requests for extended absence over two weeks will be referred to the Senior Education Inclusion Manager who will decide if it will be recorded as authorised or unauthorised leave.

Parents from minority ethnic religious communities may request that their children be permitted to be absent from school to celebrate recognised religious events. Absence approved on this basis is regarded as authorised absence. Extended leave can also be granted on request for families returning to their country of origin for cultural or care reasons.

A supportive approach is taken to unexplained absence. However the Children and Families Department has legal powers to write to, interview or prosecute parents, or refer pupils to the Reporter to the Children's Panel, if necessary.

School Uniform

We are very proud of our uniform and encourage all of our pupils to wear it. We ask parents to cooperate with the school in encouraging the wearing of the school uniform. Our uniform incorporates a range of popular items of dress, e.g. sweatshirts, polo shirts. Wearing school uniform contributes to a positive school ethos and helps avoid discrimination and reduces peer pressure to wear expensive designer clothing.

Uniform is available to order via www.border-embroideries.co.uk An order form can also be collected from the school office.

Boys - Navy/grey/black school trousers
White shirt or white school polo shirt
School tie (optional)
Navy pullover or school sweatshirt
In **P7** boys may wear a red sweatshirt/hoodie
Navy fleece or reversible jacket (optional) with school badge

Girls - Navy/grey/black skirt or pinafore
White blouse or white school polo shirt
School tie (optional)
Navy cardigan or school sweatshirt
In **P7** girls may wear a red sweatshirt/hoodie
Navy fleece or reversible jacket (optional) with school badge

A school's reputation can also be enhanced in the local community by the wearing of school uniform and school security will be improved as it will be easier to identify intruders. Offensive clothing such

as T-shirts or other items painted with obscene language or illustrations are not permitted. Football colours are also inappropriate as they can lead to incidents of rivalry.

The appropriate clothing and footwear for PE is a T-shirt, shorts and gym shoes with non-marking soles. These are necessary for health and safety reasons and your co-operation is requested to ensure that pupils are equipped to participate in the PE lessons. Pupils will require both indoor and outdoor PE kit.

Please help us by ensuring that pupils do not bring valuable or expensive items of clothing to school. Please ensure that all items of clothing are clearly labelled. Although children recognise their own belongings, quite often they take the wrong ones accidentally. We have a lost property area in the front reception. If your child has lost an item of clothing, please check the lost property area.

If you have any queries regarding the school's dress code, please contact the school office.

Footwear and Clothing Grants

Grants for footwear and clothing for children are available to parents receiving:

- *Child Tax Credit, but not working tax credit*
- *income support*
- *jobseekers allowance[income-based]*
- *support under Part VI of the Immigration & Asylum Act 1999*
- *Income related element of Employment and Support Allowance*

Information on free school meals and clothing grants is available on the www.edinburgh.gov.uk website. Applications for free school meals and clothing grants can be made by contacting Grants, Awards and Placements, Business Centre 1:1 Waverley Court, 4 East Market Street, Edinburgh, EH8 8BG.

School Meals

Menus offer healthy and tasty meal options while reflecting the Scottish Government food and drink legal requirements for school lunches. Special diets and allergies are usually accommodated subject to consultation with parent/guardian and catering services. Meal prices are reviewed annually. Please contact the school office to be advised of the current price.

Payments for school meals are preferred by cheque, however cash is accepted. All payments should be sent to school on a Thursday in an envelope with the child's name, class and on which days lunches are to be taken.

All pupils are required to complete a lunch order one week in advance. This can be done weekly, every three weeks or termly. If an order has not been submitted within the allocated time, parents must provide their child with a packed lunch until an order form can be submitted the following Thursday.

School Meals (continued)

Our school meals are freshly prepared and cooked on the school premises and are served in the dining hall. All meals are supervised by adults.

Free School Meals

Some families may be eligible for free school meals. Application forms are available from the school office. The forms have to be completed by the parent along with supporting documentation as detailed on the application form. **An application is required for every school session.**

Travel to and from School

Pupils are encouraged to walk, cycle or scooter to school. In the interests of safety, pupils must dismount their bike or scooter before entering the school grounds.

There are some racks available in the playground where bikes and scooters can be stored. Please ensure your child uses a lock to secure their bike or scooter as the school cannot take responsibility if it goes missing.

We ask our families to be considerate when dropping off and collecting children. Please do not park near our pedestrian exits or in any location which causes an obstruction and restricts the view of the school crossing patrol. Vehicles are not permitted to enter the school car park unless permission has been sought e.g. disabled parking.

General Supervision

Before school begins supervision is very limited, therefore pupils should not arrive at school until as near to the school start time as possible.

We do however operate a Smart Start to the day. Please note that from 8.40am pupils go directly to their classrooms on arrival and organise themselves for the start of the school day. There may not always be an adult in the classroom as staff will be preparing for the day's work however, there are pupil support assistants assigned to designated areas to provide some supervision at this time. If you do not wish your child to be in the building in these circumstances he/she can, of course, remain in the playground until the warning bell rings at 8.45am.

During intervals support- staff supervise the children. There is always access to the building and the children are made aware of this.

School Security

The safety and security of pupils and staff when attending or working in a school is very important to us. We use a number of security measures including a visitors' book, badges and escorts, while visitors are within the school building. Normally, anyone calling at a school for any reason will be asked to report to the school office. The school staff then can make the necessary arrangements for the visit.

Wet Weather Arrangements

It is extremely important that children get outside whenever possible. We have significantly reduced the number of occasions where we allow the weather to stop outside play. For this reason, we ask that all children come to school with an outside jacket (with a hood attached) and suitable footwear.

In extreme weather conditions pupils will remain in classrooms during breaks and at lunchtime. However, as supervision during these periods is limited, it is especially important that they exercise good behaviour.

Unexpected Closures

In the event of an emergency, such as a power cut or severe weather, that prevents schools from opening in the morning or results in an early closure a range of communications channels are used to let parents know.

Where possible messages will be sent via parentmail and updates will be posted on twitter and the website. We also ask parents to share the information with each other.

In addition, announcements will be made on Radio Forth (Forth 1 and Forth 2) and via the Council's corporate Twitter account www.twitter.com/Edinburgh_CC and Facebook page www.facebook.com/edinburghcouncil. If many schools are affected, or the situation is likely to be prolonged, then the Council's website www.edinburgh.gov.uk will also be used.

Mobile Phones

The benefits of mobile phones are recognised. Many young people and their parents regard them as an essential means of communication. Mobile phones can continue to be brought into Edinburgh schools however the following limitations will apply at Pentland:

- Phones must be switched off before entering the school grounds and only switched on again when pupils have left the school grounds at the ends of the day
- Phones are the responsibility of the individual pupil and should be switched off and kept in school bags during the school day.
- The school cannot take responsibility for any phone that is lost, stolen or damaged.

Equality

Council has published an Equality Scheme, which can be viewed on the council's website. This outlines the duties which the Council is required to undertake to tackle discrimination, prevent harassment and ensure our work promotes equality. The Council is committed to eliminating discrimination on the grounds of race, gender, disability, sexual orientation, religion/belief, age, marriage or civil partnership, transgender status or pregnancy/maternity.

English as an Additional Language

The Children & Families Department provides a support service of teachers of English as an additional language. The teachers visit schools to work with those bilingual pupils who require assistance in developing English language skills.

Complaints, Comments and Suggestions Procedure

We all hope that you will be completely satisfied about your child's education and we encourage feedback on our services from parents and pupils. We are, therefore, interested in feedback of all kinds, whether it be compliments, suggestions or complaints.

If you want to register a comment of any type about our school you can do this by writing, e-mailing, telephoning or making an appointment to see someone. All feedback is welcome and keeps us in touch.

If, in particular, you have a complaint about the school, please let us know. It is better that these things are shared openly and resolved fairly, rather than being allowed to damage the relationship between the family and the school. There will be no negative consequences arising from making a complaint and we will deal with the issue as confidentially as possible.

There are some things which you should take note of in relation to making a complaint:

- *Please make any complaints initially to the Headteacher. This makes sure that the school knows what is going on and has an opportunity to respond and resolve the issue.*
- *We will try to respond as quickly as possible, but often issues are complex and we need time to investigate.*
- *If you are still unhappy with the service or with our response then you will have the right to take the matter further and contact Advice and Conciliation [0131 469 3233]*
- *If you are still unhappy after the further investigation and reply you can take the matter up with the Scottish Public Services Ombudsman, our reply will include the contact details.*

Health and Safety

"Within the general policy laid down by The City of Edinburgh Council, the Children & Families Department has prepared and has continuing development of safety policy statements 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 all aspects of school life, both on and off the premises. It is expected that pupils will behave responsibly and comply with all safety requirements. The support of parents/carers in promoting good practice in health and safety matters is of great importance to the school".

School Health Service

A team of specialist Health Service and Children and Families Department staff work together to provide a service throughout your child's years at primary and secondary school. A planned programme is put into place to make sure that they benefit as much as possible from all that school has to offer, and to help 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.

Many different services are provided. The staff involved makes every effort to work closely with parents/carers and with others who are caring for your child, both at school and in other branches of the Health Service. Some of the services, e.g. testing for vision, hearing or speech, are provided to all children on a routine basis to discover which children may need further tests. Parents/carers are not necessarily notified at the time of these screening tests and any parent who does not want a child to be included should notify the school at the beginning of the session. Naturally, if treatment is thought to be required the child's parents/carers will be informed and consent requested. The issue of maintaining confidentiality is taken seriously by the School Health Team at all times.

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 School Doctor is made aware of any possible problems and parents/carers and the family doctor are informed if any further action is considered necessary.

The School Nurse may be helped by a Health Assistant. The School Nurse acts as an important link between home and school. She visits the school and liaises with the teachers to find out whether any pupil has a health need that requires to be addressed.

The School Nurse can link with other members of the health team, in the community or in hospital, concerned with a child's health.

The School Nurse reviews the notes of all children in Primary 1, 4, 7 and Senior 3 as well as those of all new entrants.

An information booklet about the School Health Service is issued to all Primary 1 pupils and any new pupils coming from outwith the Edinburgh area.

Parents/carers are also asked to complete a health questionnaire about their child at Primary 1, 7 and Senior 3 and asked if they would like their child to have a medical consultation with the School Doctor.

The School 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 kept informed if the School Doctor wishes to see your child again, or thinks that he/she should be seen by the family doctor or a specialist in paediatrics.

School Health Service (continued)

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 for the Careers Service.

The School Doctor or Nurse 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.

With your consent, the School Health Service Staff also carry out immunisations to protect against various diseases.

The Audiometric Team normally checks children's hearing on a number of occasions before the age of 13/14 years. The School Health Team will be told if your child seems to have a hearing problem and they will inform parents/carers and GPs as necessary.

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

Any enquiries 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 should you require any further information.

Head Lice

Head lice are spread through head to head contact at home, while playing or in school.

Regular wet combing of your child's hair using a head lice detection comb is the best way to catch this possible problem at an early stage.

The only way to be sure that your child has head lice is to find a live louse. If you find live lice, get the correct lotion from your doctor, health visitor or pharmacist. Shampoos and other treatments are not effective.

One treatment is two applications of the treatment lotion, seven days apart. If this is not followed then re-infection is likely.

Advise family members and close friends that your child has head lice and that they should check their own hair. Only treat if live lice are found. Don't be shy about advising others of this possible problem because you would likely tell family and friends about other infections which might affect them.

Regular wet combing of your child's hair with the head lice detector comb is the best protection as it allows you to detect the condition and treat it speedily.

Medicine Administration

At Pentland Primary School we aim to help meet the health care needs of all our pupils.

If a child becomes ill or has an accident during the school day, we will make contact with the family as soon as possible. If a serious accident were to occur, we would call emergency services and make contact with the family.

If a parent cannot be contacted, we will phone the emergency contact numbers – we ask for these numbers when your child starts school in case of such emergencies.

Please make us aware of your child's medical needs through the completion of the medical information form and then updating this if circumstances change. A health care plan can be compiled to support children if this is necessary. Training can also be organised to support staff. Our support staff have been trained in Emergency First Aid.

If your child requires a course of medication but is still attending school, a parental consent form must be completed. These are available in our school office and on our school website. All medication must be clearly marked with the child's name and correct dosage and handed it with the completed parental consent form.

Other School Policies

Our school website will provide you with further details of school policies which may be of interest to you e.g. Home Learning.

Section Two – Parental Involvement in the School

Parental involvement is very important as we know it helps children do better in school.

This section contains information about how parents can be involved in supporting learning at home as part of a home – school partnership.

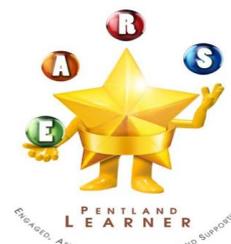
You can also find out more about the ethos of our school, what our values are and our aspirations for our pupils including how we celebrate pupil success, and links we have with partner organisations and the wider local, national and international community.

Lastly, it includes information on our Parent Council, how to contact them and how parents can get involved in the life and work of the school.

Ethos

We aim to :

- Be **E**ngaging, **A**spirational, **R**eflective and **S**upportive to all in within our school community
- Get It Right For Every Pupil
- Celebrate our achievements as widely as possible



Values

Our core values at Pentland are:

Respect for Oneself, Others, Learning and Opportunity

Our values underpin everything that we do in school and within the school community.

Promoting Positive Behaviour

We wish to encourage a partnership with you to ensure the best possible standards of pupil behaviour.

We aim to support our pupils in developing skills to reflect on their behaviour and restore relationships in a restorative manner.

At the beginning of each school year, pupils are involved in the creation of a classroom charter. This charter identifies positive behaviours and sets expectations that the pupils follow.

Anti Bullying Policy

Whilst many believe that children who bully must be punished for their behaviour, it is widely accepted that this type of response can at times be ineffective, dangerous, breeds resentment and can make the situation worse. Punishment can make a person resentful instead of reflective. Children who bully must be given the opportunity to hear about and face up to the pain, hurt, distress and anger they have

Anti Bullying Policy (continued)

caused to others. Punishment does not help to restore relationships and can result in further retaliation.

Whilst appropriate action will be taken by the school, it is also important that all parents involved, work with the school to resolve the problems in the best interests of their child or young person.

Parents Welcome

We welcome parental involvement as research has shown that when parents are involved children do better in school.

There are many ways in which parents can be involved in their child's education. Attending the various events, supporting your child with their home learning and talking to them about school are all important.

Parents' help is frequently sought to escort children on outings, to help in classes and to support resource organisation. Help from any parent with a hobby, job or skill that might be of interest to the children would be appreciated. This could be in the form of a single talk, or a practical demonstration.

There are vetting procedures in place to give adults accreditation for working in school. Any parent who wishes to help must go through these procedures, which are based on Local Authority policy and advice. For volunteering that involves a greater level of responsibility for children, adults may require to be vetted through the Protection of Vulnerable Groups Scheme.

Parents are most welcome to search through the Lost Property Box in the front reception area. If clothing, lunch boxes and footwear have not been named, it is helpful if parents make this search. Your searching is more thorough than the children's!

Parental Consultation

We offer opportunities for you to discuss your child's progress with teachers through arranged meetings. You will be advised when these meetings take place. Over and above these set meetings, parents are welcome to contact the school at any time to ask for information or to arrange to meet a member of staff.

Parent Councils

Parent Councils are the formal representative body for parents / carers with children attending school. Parent Councils are different in each school to enable them to meet the needs of parents / carers locally.

Parents are welcomed to be:

- *involved with their child's education and learning;*
- *be active participants in the life of the school; and*
- *express their views on school education generally and work in partnership with their children's schools.*

Parent Councils (continued)

All parents / carers are automatically members of the Parent Forum at their child's school. As a member of the Parent Forum all parents can expect to –

- *receive information about the school and its activities;*
- *hear about what partnership with parents means in our school;*
- *be invited to be involved in ways and times that suit you;*
- *identify issues you want the Parent Council to work on with the school;*
- *be asked your opinion by the Parent Council on issues relating to the school and the education it provides;*
- *work in partnership with staff; and*
- *enjoy taking part in the life of the school in whatever way possible.*

The Parent Forum decides how their representatives on the Parent Council are chosen and how the Parent Council operates. Parents / carers are encouraged to volunteer or put themselves forward to be chosen as representatives of the Parent Council if they wish.

The main aims of the Parent Council are:

- *To support the school in its work with pupils*
- *To represent the views of parents*
- *To promote contact between the school, parents, pupils, providers of nursery education and the community*
- *To be involved in the appointment of senior promoted staff*

For more information on parental involvement or to find out about parents as partners in their children's learning, please contact the school or visit the Parentzone website at www.parentzonescotland.gov.uk.

The Scottish Parent Teacher Council is the national organisation for PTAs and PAs in Scotland, Parent Councils can join too, and it runs an independent helpline service for all parents.

The National Parent Forum of Scotland has been set up to give Parent Councils and parents an opportunity to discuss and raise educational issues of mutual interest or concerns at a national level.

Section Three – School Curriculum

This section describes how the curriculum is planned and delivered in our school including the range of subjects and subject areas your child will be learning. It also includes information on how pupils develop skills for learning, life and work, including literacy, numeracy and health and wellbeing in and out of the classroom.

As well as giving you information about the statutory curriculum requirements we have included details on sports and outdoor activities available to pupils and the range of facilities available within the school.

Details of how parents will be informed about sensitive aspects of learning e.g. relationships, sexual health, parenthood and drugs awareness are included as well as information about time for reflection and arrangements for parents who wish to exercise their right to withdraw their child.

Curriculum for Excellence: Bringing learning to life and life to learning

Curriculum for Excellence has now been introduced across Scotland for all 3-18 year olds – wherever they learn. It aims to raise standards, prepare our children for a future they do not yet know and equip them for jobs of tomorrow in a fast changing world. Curriculum for Excellence will be fully implemented by 2016.

Teachers and practitioners will share information to plan a child's 'learning journey' from 3-18, helping their progression from nursery to primary, primary to secondary and beyond, ensuring each transition is smooth. They will ensure children continue to work at a pace they can cope with and with challenge they can thrive on.

Curriculum for Excellence balances the importance of knowledge and skills.

Every child is entitled to a broad and deep general education, whatever their level and ability. Every single teacher and practitioner will be responsible for the development of literacy and numeracy from Early Level through to Senior Phase.

It develops skills for learning, life and work, bringing real life into the classroom, making learning relevant and helping young people apply lessons to their life beyond the classroom. It links knowledge in one subject area to another helping make connections in their learning. It develops skills which can enable children to think for themselves, make sound judgements, challenge, enquire and find solutions.

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

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

Languages

The Languages area of the curriculum has two aspects. The first covers experiences and outcomes in the language a young person needs in order to engage fully in society and in learning - whether that is English, Gaelic or, for young people who need additional support, the means of communication which enables them to communicate most effectively. The second covers experiences and outcomes in additional languages. At Pentland, all pupils from nursery to Primary 7 experience French. Pupils in P5 – P7 are introduced to German as a third language.

Mathematics

Mathematics includes specific aspects of numeracy which will be developed both in mathematics and through activities in other areas of the curriculum.

Health and Wellbeing

Health and Wellbeing includes experiences and outcomes for personal and social development, understanding of health, physical education and physical activity, and contributions from home economics. It also includes approaches and activities such as physical activity and nutrition, planned by pre-school settings, schools or colleges to promote the health and wellbeing of their learners and the wider community.

Expressive Arts

The Expressive Arts include experiences and outcomes in art and design, drama, dance and music.

Religious and Moral Education

Religious and Moral Education includes learning about Christianity and other world religions, and supports the development of beliefs and values. It also includes aspects of philosophical enquiry.

Social Studies

Social Studies includes experiences and outcomes in historical and geographical, social, political, economic and business contexts.

Science

Science includes experiences and outcomes in biological, chemical, physical and environmental contexts.

Technologies

The Technologies area includes creative, practical and work-related experiences and outcomes in craft, design, engineering, graphics, food, textile, and information technologies.

For more detailed information on the Curriculum for Excellence (CfE) please go to the Parentzone website, www.parentzonescotland.gov.uk.

Methods Used

Learning in the school is based on a range of strategies, including investigating, problem-solving and discussion, in addition to exposition by the teacher (or “direct teaching methods”), and often involves activities using a wide variety of materials. Ongoing assessment approaches and a balance of group and individual methods will form the basis of the teaching in order that the curriculum can be tailored as far as possible to fit the needs of each child.

Active Learning

Curriculum for Excellence emphasises the value of an active learning approach. In the early years, children will have a range of learning experiences that include planned and purposeful play and stimulating learning which engages and challenges children’s thinking using real life and imaginary situations. As children progress through school they continue to be involved in active learning experiences which are engaging and give them ownership of their own learning.

Planning Children’s and Young People’s Learning

Teachers in nursery, primary and secondary schools share their learning intentions with pupils, parents and carers. This takes place on a day-to-day basis, by agreeing the aims of an individual piece of work.

Longer-term planning also takes place in a variety of forms.

Home Learning

Pupils are regularly given home learning tasks to support their learning and to encourage them to become more organised and self-supporting in their learning.

Home learning will be organised according to the stage and ability of the child, it can arise from all curricular areas, and it may include written, oral or practical activities. The tasks set will be interesting, worthwhile and challenging for the child.

Parents are encouraged to support pupils with their home learning activities to help reinforce prior learning and to promote partnership between the school and parents.

Home learning is designed to provide opportunities to consolidate and extend what has been learned in class. It also gives parents an awareness of what their child is learning and provides opportunities to engage in discussions about learning.

Religious Instruction and Observance

Parents who wish to exercise their right to withdraw their child from religious instruction and / or observance should contact the head teacher, in writing, and alternative arrangements will be made for your child.

Please visit our school website for a calendar of planned religious observance assemblies.

Extra-Curricular Activities

We offer as wide a range of sporting and cultural activities as possible.

We are extremely fortunate to have so many staff, parents and friends who are willing to give up their time to run clubs.

There is a range of extra curricular activities available for pupils during lunchtime and after school. Parents will be informed about these by the school. In addition to in-school activities, classes also make regular educational visits and field studies. These visits are linked to pupils' class work.

Active Schools

The fundamental aim of Active Schools is to give school-aged children the tools, motivation and the opportunities to be more active throughout their school years and into adulthood. These opportunities are available before, during and after school, as well as in the wider community. For further information contact Lorna Norman, the Active Schools Coordinator on 07884191761.

Assessment

As pupils progress through our school, teachers use a range of assessment strategies, including Assessment for Learning strategies as well as setting tests. Pupils are also involved in assessing their own progress and developing their next steps.

We recognise that all pupils do not develop and progress at the same rate and, therefore, we use both group and individual methods to ensure that all pupils are given appropriate instruction and the opportunity to succeed. Please contact the school as soon as possible if you have any concerns about your child's progress.

Assessment is a crucial part of the teaching process in that it allows teachers to identify children's successes and areas for development. As such, a whole range of assessment approaches are used to inform the next steps in learning for pupils.

At two points during the year parents are given the opportunity to meet staff to discuss their child's progress in learning. Children from P4 – P7 are also invited to participate in these meetings with their parents and their class teacher. Parents are, of course, always welcome in school and appointments may be made at any stage throughout the year to discuss any matter of concern.

Pupils are encouraged to discuss and reflect on their learning as part of daily practice. All pupils are also provided with protected time, at two opportunities throughout the year, to discuss their learning with their teacher on a one-to-one basis. This learning conversation focuses on the pupil's progress and identifies areas for development. The learning conversation is written into a progress report and sent home to parents. A written summative report is provided for parents in June. This report provides information about progress made within the curriculum for excellence levels. A copy of all reports issued to parents are filed in the child's record folder, which is kept in school and treated as confidential. When a child leaves Pentland this folder is sent to the new school whether it be another primary or the secondary school the child is moving on to.

Section Four – Support for Pupils

This section gives information about how pupils' additional support needs will be identified and addressed and the types of specialist services provided within our school.

Getting It Right for Every Child

Taking care of our children's well-being and making sure they are alright - even before they are born - helps us ensure the most positive outcomes for them later in life. It gives them the potential to grow up ready to succeed and play their part in society. Our school adopts the Getting It Right For Every Child in Edinburgh approach to give the right help to children, young people and families, when they need it from a joined up multi agency team.

Getting It Right For Every Child aims to improve outcomes for all children and young people. It promotes a shared approach that:

- *builds solutions with and around children and families*
- *enables children to get the help they need when they need it*
- *supports a positive shift in culture, systems and practice*
- *involves working together to make things better*

Getting It Right For Every Child is the foundation for work with all children and young people, including adult services where parents are involved. It builds on universal health and education services, and is embedded in the developing early years and youth frameworks. Developments in the universal services of health and education, such as Better Health Better Care and Curriculum for Excellence, are identifying what needs to be done in those particular areas to improve outcomes for children.

Protecting Children and Young People

We place a high priority on the well-being and safety of our pupils. To this end we have in place a personal safety programme to give pupils knowledge and life skills to keep them safe from all form of abuse. Where we have concerns about the possible abuse of pupils we are required to follow the Edinburgh and the Lothian's Inter-Agency Child Protection Procedures which set out the specific duties and responsibilities towards the child and their parents/carers.

Additional Support Needs

*An additional support need comes from anything which is a barrier to learning. Most or all schools will have some children with additional support needs of some kind. The education authority has many legal duties towards pupils with additional support needs. Information about this is contained in a booklet called *In On The Act: Information For The General Public* which is published on the education authority website at www.edinburgh.gov.uk/inontheact or contact the additional support for learning team on telephone number 469 3444.*

Additional Support Needs (continued)

In on the Act - Supporting children and young people with additional support needs provides the following information specified by the Education (Additional Support for Learning) (Scotland) Act 2009 which includes –

(a) the authority's policy in relation to provision for additional support needs,

(b) the arrangements made by the authority in making appropriate arrangement for keeping under consideration the additional support needs of each such child and young person and the particular additional support needs of the children and young persons so identified.

c) the other opportunities available under this Act for the identification of children and young persons who –

- have additional support needs,*
- require, or would require, a co-ordinated support plan,*
- the role of parents, children and young persons in the arrangements referred to in paragraph (b)*

d) the mediation services provided

e) the officer or officers of the authority from whom parents of children having additional support needs, and young persons having such needs, can obtain advice and further information about provision for such needs.

We work with other agencies and professionals – for example, Social Work Services, Educational Psychology Service, National Health Service and you the parent to make decisions with regards to the best possible education to meet the needs of your child within the resources available.

Parents, carers and children with additional support needs can also seek independent advice and support through:

Enquire: www.enquire.org.uk, 0845 123 2303

Scottish Independent Advocacy Alliance, www.siaa.org.uk, 0131 260 5380

National Advocacy Service for Additional Support Needs (Barnados in association with the Scottish Child Law Centre) www.sclc.org.uk, 0131 667 6633.

Sensitive Aspects of Learning

Parents are welcome to view any programme of a sensitive nature which will be delivered as part of the Health and Wellbeing Curriculum.

Transitions – Moving to a New School or Leaving School

This section also gives information about transition. There are also details about making a placing request to another school.

Nursery Class Provision

The school's nursery class provides, 48 morning and 48 afternoon places for children aged 3 - 5 years. Nursery class provision is non-denominational. This means that all nurseries are open to children and parents of all religions and beliefs. Placement in the nursery class does not guarantee a place in the primary school.

Transfer from Nursery to Primary

Before leaving nursery, a transfer of information record for each child will be prepared by nursery staff to ensure a smooth transition and continuity of education for the child transferring to primary.

Primary School Admissions

Starting school is a very important milestone both for children and their parents. The vast majority of our parents choose their local, catchment school and we plan our education provision to ensure we can provide places for new pupils at their catchment school.

In the run-up to November's registration week for the new Primary 1 intake each school will offer an opportunity for you to visit them. You can speak to staff to find out more about the school first-hand. You can see how the school runs; discuss the curriculum and their priorities as well as seeing recent examples of pupils' work on display. In many cases you may also have the chance to meet other parents who already have children there. All of this will help you understand the school's unique character and give you an insight into the learning environment that your child could enjoy there. All our schools do offer a high quality educational experience.

Primary to Secondary Transfer

Visits to our local secondary school are organised before the summer holidays and children from other catchment schools who will be attending the same secondary school will have the opportunity to meet and get to know each other and their teachers. While the children are participating in classroom activities and meeting their class teacher, parents will have an opportunity to view the school and are given a brief explanation of school life.

If you wish your child to attend a secondary school other than the catchment denominational or non-denominational secondary school for your home address, you will be required to make a Placing Request as detailed in the Placing Request section below.

Transitions – Moving to a New School or Leaving School

You do not need to submit a Placing Request if you want your child to transfer from a non-denominational secondary school or vice-versa at the primary to secondary transfer stage, as long as the intended secondary school is still the catchment school for your home address. Parents of children who are planning to change from denominational to non-denominational or vice-versa between primary and secondary school should ensure that both the primary school and the intended secondary school know what is to happen.

Catchment Secondary School: Firrhill High School – 0131 445 4501

Placing Requests

As a parent, you have the right to make a Placing Request for your child(ren) to be educated in a school other than the local school.

If you would prefer that your child start P1 or S1 at another school instead of one of the catchment schools, you have to make a placing request. You can get an application form at any nursery or primary school in the city from mid November. Forms must be returned to: Grants, Awards and Placements, The City of Edinburgh Council, Level 1.1 Waverley Court, 4 East Market Street, Edinburgh, EH8 8BG by 24 December. If you apply for a place after this date, your request will be considered but if you apply after 15 March places in your chosen school may no longer be available.

All parents have the right to make a request for a place for their child in another school. The Council must grant these requests where possible. When there are more places available in a school than there are placing requests for that school, then all the requests are usually granted. If the school you specify has more requests than available places, then each case is examined individually. Whatever you write on your application form is taken into account, so it is important that you include relevant details on the form.

In recent years, as the primary school rolls have increased there has been a decrease in the number of places available for children living outside the catchment area and this has resulted in high numbers of placing request being refused.

You should also note that a successful Placing Request for one child does not guarantee a successful one for another child. It may be, therefore, that a parent could end up with children at different schools.

All children must also be enrolled at the catchment area school on the appropriate Enrolment Form whilst awaiting the outcome of their Placing Request Application.

Transport for Placing Requests

If a Placing Request is successful, parents will be responsible for the safety and transportation costs of their child to and from their chosen school.

Section Five – School Improvement

The section gives you an overview of the main achievements of the school within the last 12 months and performance information relating to literacy, numeracy and health and wellbeing.

Raising Attainment

Monitoring performance and using the resulting information to secure improvement is an important part of the work of head teachers, school staff and officers within Children and Families.

Standards and Quality Report and School Improvement Plan

Every year each school publishes a Standards and Quality report which highlights the school's major achievements. Improvement priorities for the following session will be shared with parents.

Transferring Educational Data about Pupils

The Scottish Government – Education and Training has asked that the undernoted advice be included in our school brochures.

Education authorities and the Scottish Government collected data about pupils on paper forms for many years. We now work together with schools to transfer data electronically through the ScotXed programme. Thus the Scottish Government has two functions: acting as a 'hub' for supporting data exchange within the education system in Scotland and the analysis of data for statistical purposes within the Scottish Government itself.

What Pupil Data is Collected and Transferred?

Data on each pupil is collected by schools, local authorities and the Scottish Government.

The data collected and transferred covers areas such as date of birth, Scottish Candidate Number (SCN), postcode, registration for free-school meals, whether a pupil is looked after by his/her local authority, additional support needs including disability and English as an Additional Language (EAL), and attendance, absence and exclusions from school. The SCN acts as the unique pupil identifier. Pupil names and addresses are not passed to the Scottish Government. Your postcode is the only part of your address that is transferred for statistical purposes, and postcodes are grouped to identify 'localities' rather than specific addresses. Data is held securely and no information on individual pupils can or would be published by the Scottish Government.

Providing national identity and ethnic background data is entirely voluntary. You can choose the 'not disclosed' option if you do not want to provide this data. However, we hope that the explanations contained in this message and on the ScotXed website will help you understand the importance of providing the data.

Why Do We Need Your Data?

In order to make the best decisions about how to improve our education service, the Scottish Government, education authorities and other partners such as the Scottish Qualifications Authority 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.*

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 message can give only a brief description of how we use data. Fuller details of the use of pupil data can be found on the ScotXed website (www.scotxed.net).

The Scottish Government works with a range of partners including Education Scotland and the SQA. On occasion, we will make individual data available to partners and also academic institutions to carry out research and statistical analysis. In addition, we will provide our partners with information they need in order to fulfil their official responsibilities. Any sharing of data will be done under the strict control of the Scottish Government, which 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 colleagues within and outwith the Scottish Government.

Concerns

If you have any concerns about the ScotXed data collections you can email the Senior Statistician, scotxed@scotland.gsi.gov.uk or write to The ScotXed Support Office, Area 1B, 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.

Websites

You may find the following websites useful.

www.edinburgh.gov.uk- contains information for parents and information on Edinburgh schools.

<http://www.parentzonescotland.gov.uk>- parents can find out about everything from school term dates to exam results. This site also offers information for pre-5 and post school. It also lists relevant publications for parents and provides hyper-links to other useful organisations.

www.hmie.gov.uk - parents can access school and local authority inspection reports and find out more about the work of Education Scotland.

<http://www.scottishschoolsonline.gov.uk> - parents can find out about individual schools. They can choose a school and select what type of information they need such as Education Scotland reports, exam results, stay on rates and free school meal entitlement.

<http://www.childline.org.uk/Explore/Bullying/Pages/Bullyinginfo.aspx> - contains information for parents and children on varying forms of bullying and provides help for parents and children who are affected by bullying.

<http://www.respectme.org.uk/> - Scotland's anti-bullying service. Contains information for parents and children on varying forms of bullying and provides help for parents and children who are affected by bullying.

<http://www.educationscotland.org.uk/> - provides information and advice for parents as well as support and resources for education in Scotland.

<http://www.equalityhumanrights.com/> - contains information for everyone on equality laws within the government and local authorities.

Glossary

CFE - Curriculum for Excellence

ASN – Additional Support Needs

EMA – Education Maintenance Allowance

ASL – Additional Support for Learning

SQA – Scottish Qualifications Authority

FOI – Freedom of Information

HT/PT – Head Teacher/Principal Teacher

CLD – Community Learning and Development

GIRFEC – Getting it Right for Every Child

Parent Feedback

Please take a few minutes to fill in and return the questionnaire on this page. Your feedback will help us improve the hand book.

Tell us what you think -:

Did you find	Please circle	
1. the handbook useful?	Yes	No
2. the information you expected?	Yes	No
3. the handbook easy to use?	Yes	No

Please tell us how we can improve the handbook.

Name of school: PENTLAND PRIMARY SCHOOL

Thank you for filling in the questionnaire. Your views are appreciated.

Throughout this handbook the term 'parent' has the meaning attributed in the Standards in Scotland's Schools Act 2000 and the Scottish Schools (Parental Involvement) Act 2006. This includes grandparents, carer or anyone else who has parental responsibility for the child.

I hope you find all of the above information helpful and self-explanatory. If you have any queries about any of the information contained in this handbook, or indeed about any aspect of our school, please do not hesitate to contact me.

Jacqueline Mackenzie
Head Teacher
Pentland Primary School