

Carrick Knowe Primary School



School Handbook
2020-21

A Foreword from the Executive Director of Communities and Families

Session 2020 - 2021

Dear Parents/Carers,

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.

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 am pleased to introduce this brochure for session 2020 - 2021 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

Executive Director of Communities and Families

Children and Families Vision

Our vision is for all children and young people in Edinburgh to enjoy their childhood and fulfil their potential. We believe that children and young people do best when:

- they are able to live safely and happily within their own families with the right kind of support as needed
- they attend first class, inclusive schools and early years settings which meet their needs

We will do all we can to strengthen support for families, schools and communities to meet their children's needs.

Our mission is to place children, young people and families at the heart of our service and provide support when it is needed throughout childhood and the transition to adulthood.

In Edinburgh children and young people are at the heart of our vision for the future.

As an inclusive community we work with parents, carers and, where appropriate, partner agencies to support all children and young people.

By working together, we help children and young people to develop understanding about relationships, respect, teamwork, honesty, fairness, patience, and compassion. We do this by offering interesting and relevant learning experiences, by providing our staff with the training and resources they need, and by working with the whole community to accept and care for one another. This isn't always easy, but we believe it is essential so that our children and young people understand the people they meet and learn how to work together to handle setbacks and difficult situations throughout their lives.

When children and young people experience adverse events or as a response to their additional support need, they let us know by reacting in different ways. This presents difficulties for those around them. By working together, by understanding the cause and working out solutions, we can find a way to solve or deal with a problem. If it takes time to get over a problem we will work with a child, young person, and their family to work out the best way forward. This may involve making adaptations and providing additional support or in exceptional circumstances identifying a change of environment.

We recognise that we all experience difficult times, and that everyone deserves the best possible care and support. In Edinburgh we support children and young people to learn in different ways according to their needs. As children and young people learn to read, write, and count some require more support than others do. This need for support arises for a variety of reasons learning difficulties, challenges with emotional regulation and social communication issues. We must meet the needs of all our students in a fair, compassionate, and proportionate way.

In considering how to support all children and young people reach their full potential it may not always be possible to arrive at a resolution all parties agree. However, we will listen to any parent, young person, child or member of staff and work together to resolve difficulties.

We are committed to do all we can to make Edinburgh an inclusive place to live and learn.



Alistair Gaw

Executive Director for Communities and Families

Welcome from the Head Teacher

Dear Parents/Carers,

It gives me great pleasure to welcome you and your child on behalf of everyone here in the Carrick Knowe Primary School community. We pride ourselves on being a vibrant and welcoming learning community where staff, learners and families work together and where everyone is valued.

We have high expectations and aspirations for all learners within our school and aim to provide the best possible opportunities for them to achieve. We are a community which values lifelong learning and where every learner is motivated and challenged to be all they can be. Our dedicated staff team are committed to ensuring learning is relevant, engaging, exciting and purposeful.

We share with you in wanting the very best for your child and firmly believe that education is most effective when there are strong, respectful partnerships between home and school. We invite parents and carers to come into school and share learning at various events throughout the school year. We also actively encourage parents and community members to share their skills and expertise with our learners and play an active role in the life of the school. We look forward to working in partnership with you to support and further enhance the learning experiences in our school community.

This handbook is designed to provide you with useful and helpful information about our school and so help you and your child settle into Carrick Knowe Primary School. If you have any questions or would like any further information on any aspect of this handbook or the education of your child, please do not hesitate to contact me at school.

To make our handbook easy to use the information has been divided into four different sections:

- Section One - Practical Information about the School
- Section Two - Parental Involvement in the School
- Section Three - School Curriculum
- Section Four - Support for Pupils

We look forward to working with you to help your child achieve success.

Gail MacLean
Headteacher

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:

Communicating with the School

This section provides you with some background information on our school and nursery class. It tells you how our school day and school year are made up and how to contact the school if, for example, your child is ill.

| <u>Contact Details</u> | |
|---------------------------------------|--|
| Head Teacher | Gail MacLean |
| Depute Head Teacher | Catriona Iley |
| Principal Teachers | Steph Clark, Shaun Morley, Laura Inglis |
| Business Manager | Heidi Manion |
| Administrator | Joyce Matear |
| Address | 15A Lampacre Road EDINBURGH EH12 7HU |
| Telephone Number | 0131 334 4505 |
| Website | www.carrickknoweprimary.com |
| E-mail Address | admin@carrickknowe.edin.sch.uk |
| <u>About the School</u> | |
| Stages of Education provided for | Nursery - Primary 7 |
| Present Roll | 331 - primary school 60 - nursery class |
| Denominational status of the school | N/A |
| Gaelic Medium Education (if relevant) | N/A |

School Assemblies are usually held on Fridays.

Organisation of the School Day Monday - Thursday P3- P7

| | |
|---------------|--------------|
| Start Time | 08.50 |
| Morning Break | 10.35-10.50 |
| Lunch Time | 12.30- 13.15 |
| Finish Time | 15.15 |

Organisation of the School Day Monday - Thursday P1- P2

| | |
|---------------|--------------|
| Start Time | 08.50 |
| Morning Break | 10.35-10.50 |
| Lunch Time | 12.15- 13.15 |
| Finish Time | 15.00 |

Organisation of the School Day - Friday P3- P7

| | |
|---------------|-------------|
| Start Time | 08.50 |
| Morning Break | 10.35-10.50 |
| Finish Time | 12.25 |

Organisation of the School Day - Friday P1- P2

| | |
|---------------|-------------|
| Start Time | 08.50 |
| Morning Break | 10.35-10.50 |
| Finish Time | 12.15 |

****Please note that due to the COVID-19 pandemic, some of the information contained in this booklet may change throughout the session. Please refer to our website for the most up to date information.**

Term dates

Term dates for the coming years can be found at:

<https://www.edinburgh.gov.uk/schools/term-dates>

School Session Dates 2020/21 - Updated June 2020

| | | | | |
|----------------|----------------|-----------|----------------|------|
| Staff resume | | Monday | 10 August * | 2020 |
| Staff only | | Tuesday | 11 August * | 2020 |
| Pupils resume | | Wednesday | 12 August | 2020 |
| Autumn Holiday | Schools closed | Monday | 21 September | 2020 |
| All resume | | Tuesday | 22 September * | 2020 |
| Mid-term | All break | Friday | 16 October | 2020 |
| Staff resume | | Monday | 26 October * | 2020 |
| Pupils resume | | Tuesday | 27 October | 2020 |
| Term ends | | Tuesday | 22 December | 2020 |

| | | | | |
|---------------|-----------|-----------|-------------|------|
| Staff resume | | Tuesday | 5 January * | 2021 |
| Pupils resume | | Wednesday | 6 January | 2021 |
| Mid-term | All break | Friday | 5 February | 2021 |
| All resume | | Tuesday | 16 February | 2021 |
| Term ends | | Thursday | 1 April | 2021 |

| | | | | |
|---|-----------------------|---------------|----------------|-------------|
| <i>The Easter break incorporates the following two holidays</i> | | | | |
| <i>Good Friday</i> | <i>Schools closed</i> | <i>Friday</i> | <i>2 April</i> | <i>2021</i> |
| <i>Easter Monday</i> | <i>Schools closed</i> | <i>Monday</i> | <i>5 April</i> | <i>2021</i> |

| | | | | |
|---------------|----------------|-----------|----------|------|
| All Resume | | Tuesday | 20 April | 2021 |
| May Day | Schools closed | Monday | 3 May | 2021 |
| Staff only | | Tuesday | 4 May* | 2021 |
| Pupils resume | | Wednesday | 5 May | 2021 |
| Victoria Day | Schools closed | Monday | 24 May | 2021 |
| All resume | | Tuesday | 25 May | 2021 |
| Term ends | | Friday | 25 June | 2021 |

* Five In-Service days for all schools.

Registration and enrolment

The date for registration of new school entrants is advertised in all 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 Communities and Families department, or as
- unauthorised, that is unexplained by the parent (truancy).

Please let the school know by letter if it is a planned absence (e.g. hospital appointment) or phone by 9.30 a.m. on the day of your child's unplanned absence (e.g. sickness bug).

You should update the school on each day of your child's absence. If there is no explanation from a child's parents, the absence will be regarded as unauthorised.

If we do not receive a message from you as to why your child is absent, we will try to contact you via telephone. If we are unable to contact you we will try the emergency contact details you have provided us with. This is to ensure your child's safety at all times.

Please make every effort to avoid family holidays during term time as this will disrupt your child's education and reduces learning time.

Headteachers can approve absences **up to two school weeks (10 days)** from school in certain situations. Any requests for extended absence over two school weeks (10 days)

will be referred to the Senior Education Officer, who will decide if it will be recorded as authorised or unauthorised leave.

Please discuss your plans with your child's Headteacher before booking the holiday. If they cannot give permission before the holiday, it will be recorded as unauthorised absence. They 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.

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 Communities 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

Parents are asked to co-operate with the school in encouraging the wearing of the school uniform.

Wearing school uniform contributes to a positive school ethos and is widely seen as being an outward sign of demonstrating pride at being part of our community. It also helps avoid discrimination and reduces peer pressure to wear expensive designer clothing as well as improving security in making it easier to identify intruders.

Our uniform can be ordered online at any time of the year from

<https://www.border-embroideries.co.uk/schools/index/>

During busy periods, e.g. the beginning of the school term, please allow a longer time for delivery of your order.

We also keep a small stock of 'pre-loved' uniform in school. This can be bought at a greatly reduced price by speaking with Mrs Matear in the school office.

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. Jewellery should NOT be worn during P.E.

A protective apron or old shirt should be worn for art and craft activities.

Please ensure that ALL items of clothing are clearly labelled, particularly ties, sweat shirts and PE equipment which are often lost.

Please help us by ensuring that pupils do not bring valuable or expensive items of clothing to school.

In certain circumstances, appropriate clothing will be necessary for school activities for safety reasons, e.g. in games areas, science workshops etc. Clothing such as T-shirts or other items with obscene language, slogans or illustrations are not permitted. Football colours are also inappropriate as they can lead to incidents of rivalry.

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

School Meals

Our 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 accommodated in consultation with parent/guardian and catering services.

Meal prices are reviewed annually. Please contact the School to be advised of the current price. Please ask at the school office for a copy of the current school menu.

Free School Meals & Clothing Grants

A parent will qualify for Free School Meals and Clothing Grant if they meet any of the following conditions:

- Universal Credit (where your monthly earned income is not more than £610)
- Income Support
- Income-based Job Seeker's Allowance
- Income-based Employment and Support Allowance
- Support under Part VI of the Immigration and Asylum Act 1999
- Child Tax Credit, but not Working Tax Credit, and your income is less than £16,105
- Both Child Tax Credit and Working Tax Credit and an income of up to £6,900

Your child might still get a free school meal if you're experiencing financial hardship. This could be because:

- your immigration status means you cannot get help from the government
- you're still waiting on your first Universal Credit notice

Clothing Grants are paid direct into a nominated bank account. The payment will show in the bank statement as 'CEC-EXPEN1'.

Children in P1-P3 get the universal Free School Meal but an application should be made so they qualify for both free school meal and a clothing grant.

Each award is valid for one school year. The award provides

- each child with one school meal and milk each day they attend school
- a clothing grant payment of £100 for each child.

We pay one clothing grant per year, per child, into your bank account. Most clothing grants are paid throughout July and August before the new school year begins.

Information on free school meals and clothing grants and how to apply is available on the website: <https://www.edinburgh.gov.uk/schoolgrants>

Travel to and from School

We encourage our pupils to walk to school as the majority of our pupils live in the school catchment. Parents are requested, when dropping off/collecting children from school that they do not park in any location which causes an obstruction and they take care not to restrict the view of the school crossing.

Please leave Disabled Parking free for our families who have a blue badge who require them to get their child to school on time.

General Supervision

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

Some schools offer Breakfast Clubs which have their own supervision arrangements prior to the start of the school day.

OSCARS Out of School Care operates from a building in the school grounds. They provide before and after school care for school aged children. They are an independent business and are not managed by the school. Please contact them on 07557384736 or admin@oscarschildcare.com

During intervals support staff supervise the children. There is always access to the building and toilets, 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. Schools use a number of security measures including visitors' books, 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. We would respectfully ask that parents do not attempt to enter schools through another entrance, unless supervised by a member of staff.

If you wish to speak to a member of staff then please come to the school office where we shall be happy to arrange this for you.

Wet Weather Arrangements

In wet weather pupils stay inside school during breaks and at lunchtime. However, as supervision during these periods is limited, it is especially important that they exercise good behaviour. Children who go home for lunch should, where possible, return as late in the lunchtime as possible.

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.

A Parent Pay message will be sent to alert parents individually. In addition, the information will be posted on the school website and on the Parent Facebook page. In addition, announcements will be made on local radio stations 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 <https://www.edinburgh.gov.uk/schoolclosures> 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, however to ensure proper and effective use of these they need to be managed appropriately.

Any mobile phone brought into school will be locked in the teacher's cupboard from first thing in the morning until the end of the school day. The child will be responsible for placing this in the agreed place and collecting it at the end of the day. **Please note that neither individual teachers or school will take responsibility for any loss or damage to mobile phones whilst they are in a child's possession.**

Complaints, Comments and Suggestions Procedure

We hope that you will be completely satisfied with 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 helps us in identifying strengths and areas for improvement.

If 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 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 dissatisfied with the service or/and with our response then you will have the right to take the matter further and contact Advice and Complaints Service (Schools and Lifelong Learning) email: cf.complaints@edinburgh.gov.uk or by telephone: 0131 469 3233.

If you remain dissatisfied 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 Communities & Families Department has prepared and has continuing development of, safety policy statements for all areas of its responsibility and accordingly manages health and safety and welfare in a way that complies with health and safety statutory and regulatory requirements, and all relevant approved codes of practice and guidance.

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, particularly in the current climate.

Information about how we manage pupil data in school settings

Carrick Knowe Primary School has a legal responsibility to deliver an effective educational programme to its pupils. In order to do this, we need to collect personal data about our pupils/children and their families so that we can help them learn and keep them safe. The type of personal data we will collect include:

Data about our pupils and their families

This will include the name, address and contact details of the pupil/child and relevant family members. It will also include information about relevant medical conditions, any additional supports which are needed, and their family situation. We need this information to ensure we know our pupils/children and their families, and to ensure we are able to educate them appropriately and keep them safe.

We will also collect personal data relating to personal characteristics, such as ethnic group to enable statistics to be reported. We need this information so the Council can ensure it is delivering education appropriately to all its citizens.

Data about pupils at school

This will include data about progress, assessments, and exam results. It will also include records of attendance, absence, and any exclusions. We need this information to understand how our pupils/children are progressing, and to assess how we can help them to achieve their best.

Data about when and where they go after they leave us

This will include information about their next setting/school, career paths or intended destinations. We need this information to ensure we support our pupils/children in all their transitions and do all that we can to help their future be a success.

There will be times where we also receive information about them from other organisations, such as a pupils' previous school, the previous local authority where that school or ELC setting was based, NHS Lothian, Police Scotland, Social work, Additional Support Services, and sometimes other organisations or groups connected to a pupil's education. We use this data similarly to the above: to support our pupils' learning, monitor and report on their progress, provide appropriate pastoral care; and assess the quality of our services.

When we collect and use personal data within school/ELC setting, and for the reasons detailed above, we will normally be acting in accordance with our public task.

Occasionally we are also required to process personal data because the law requires us to do so, or because it is necessary to protect someone's life.

We will also take photographs in school and display them on our walls, and in newsletters and other communications. We do this in order to celebrate and share what we have done, including individual achievements and successes. We consider this use of images to be part of our public task as it helps us build an effective community which supports learning. We will not, however, publish these photographs on social media or in newspapers without permission. Consent for this use will be sought when a pupil joins Carrick Knowe Primary School and will be kept on record while they are with us. Consent can be withdrawn at any time, please just let us know.

Sometimes we need to share pupil information with other organisations. We are required, by law, to pass certain information about our pupils to the Scottish Government and the Council. This data is for statistical purposes and will normally be anonymised. It is normally required to enable the Council, and the Government, to understand how education is being delivered and to help them plan for future provision. Further information about what the Scottish Government does with statistical data it receives is provided below.

If a pupil moves schools, we have a legal obligation to pass on information to their new school/education authority about their education at Carrick Knowe Primary School.

When we record and use personal data, we will only collect and use what we need. We will keep it securely, and it will only be accessed by those that need to. We will not keep personal data for longer than is necessary and follow the Council's Record Retention Schedule and archival procedures when records are identified to be of historical value and require to be retained in the Edinburgh City Archives.

For more information on how the Council uses personal data, and to know more about your information rights including who to contact if you have a concern, see the [City Of Edinburgh's Privacy Notice](#).

Sharing personal data to support Wellbeing

In addition to the above, Carrick Knowe Primary School has a legal duty to promote, support and safeguard the wellbeing of children in our care.

Wellbeing concerns can cover a range of issues depending on the needs of the child. Staff are trained to identify when children and families can be supported and records are kept when it is thought that a child could benefit from help available in the school/ELC setting, community or another professional. You can expect that we will tell you if we are concerned about your child's wellbeing and talk to you about what

supports might help in the circumstances. Supports are optional and you will not be required to take them up.

If it would be helpful to share information with someone else, we will discuss this with you and seek your consent before we share it so that you know what is happening and why. The only time we will not seek consent to share information with another organisation is if we believe that a child may be at risk of harm. In these situations, we have a duty to protect children, which means we do not need consent. On these occasions, we will normally tell you that information is being shared, with whom, and why - **unless we believe that doing so may put the child at risk of harm.**

We will not give information about our pupils to anyone without your consent unless the law and our policies allow us to do so.

Sharing educational data with the Scottish Government

The following information has been provided by the Scottish Government - Education and Training Division to let you know why they collect statistical information from school and what they do with it:

"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 (2018). 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 out with 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.

School Nursing Team

The School Nursing team is made up of the

- **School Nurse** (Specialist Qualified 3rd part Nursing and Midwifery Council (NMC) registrant - now masters level 11 post graduate degree)
- **Community Staff Nurses** (Registered Nurse on Part 1 of NMC - undergraduate degree)
- **Community Health Assistants** (not a nurse, may have SVQ qualifications in care related field)

Services provided

Universal Services for All School Age Children

Child Health Surveillance Programme

- P1 eye tests by Health Assistant - (only for those who did not receive this preschool in nursery)
- Growth Measurements by Health Assistant- currently at Primary 1 and Parent health Questionnaire (this may change in the future dependant on Scottish Government obesity strategy and the Health Visitor assessment at 4-5 years preschool)
- Primary 7 health questionnaire - growth measurement may be added in the future linked to Scottish Government obesity prevention work
- Drop in Services - a drop in health zone for High School Pupils (either in school or community facility) who are seeking advice or support on sexual health and health related issues

Education of Staff and Pupils

- Staff training - CPD in-service days on health actions plans, anaphylaxis etc - will be usually be delivered by the staff nurse
- Healthcare Plans for pupils - education staff will be supported by staff nurses on the planning and education

Healthcare Needs of Children with Moderate to Complex Physical Nursing Needs:

- For children in Complex Needs Schools, nursing care needs will be delivered by the nursing team who are based in these designated schools

School Nurse Services for Children/Young People with Increased Needs:

10 key areas specialist school nurses will focus on:

- Emotional Health and Wellbeing
- Substance Misuse
- Child Protection
- Domestic Abuse
- Looked After Children
- Homelessness
- Youth Justice
- Young Carers
- Sexual Health
- Transitions

How to Refer

Children can be referred to the School Nurse by their school or their GP or other health care professional. Children and young people can also self-refer. They can do this by discussing this at drop ins or asking their teacher/ guidance teacher to refer them. Parents can refer by discussing with their GP or child's teacher/ guidance teacher.

Further information

Our NHS Lothian School Nursing Service web pages:

<https://services.nhslothian.scot/SchoolNursing>

Who Does What

- **GP** - all regular family health care
- **CAMHS** - Child and Adolescent Mental Health - Specialist service
- **Hospital Paediatric** - medical/surgical and other specialist services
- **Community Paediatrician** - doctors in community child health
- **CCN Team** - Community Children's Nurses - specialist paediatric trained nurses
- **AHPs** - Allied Health Professionals - speech and language therapy, physiotherapy, occupational therapy, dietetics, orthoptics - referral-based service

- **CVT** - Community Vaccination Team - nurses who deliver vaccination services to all age groups
- **Learning Disability Services** - where there is LD diagnosis
- **Oral Health - Dental** - prevention and treatment service
- **LAC - Looked After Children** - nurses who work only with looked after children. When notified by Social Work that a child has become looked after, the LAC nurses will undertake a health assessment. They may refer to school nursing for ongoing reviews and wider support.

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

We are only able to administer medication on completion of the appropriate form. These forms can be obtained from the school office. Please do not send children to school with medication in their schoolbags as we will not be able to give it to them.

Gaelic-Medium Education

Gaelic-medium education (GME), is available at nursery, primary and secondary levels. There are Gaelic parent and toddler groups and playgroups across the city. Edinburgh's first dedicated Gaelic nursery and primary school, [Bun-sgoil Taobh na Pairce](#), opened in August 2013 in the Leith area of the city. The school attracts a wide range of families from across the city and the wider Lothian area. Although pupils attending the school do not need to have prior knowledge of Gaelic, it is strongly recommended that they attend a Gaelic-medium setting for their pre-school years. In

addition, parents with no Gaelic themselves are encouraged to engage with learning the language themselves.

Pupils should register for a nursery or school place in the usual way. Taobh na Pàirce runs regular open afternoons for prospective nursery parents, where all families will receive a very warm welcome.

Please contact the school for further information.

Pupils who have studied at [Bun Sgoil Taobh na Pairce](#) transfer to [James Gillespie's High School](#), at the end of P7, to continue with their GME. In response to the increasing demand for GME, the City of Edinburgh plans to further develop it's secondary GME provision by opening a dedicated GME Secondary school from 2024. Details relating to specific location etc. will emerge after further consultation.

Additionally, pupils from across the Lothians entering S5 or S6, who wish to study Gaelic at secondary level, can, depending on space and availability of courses, enrol at James Gillespie's High School to study at National 4, National 5, Higher and Advanced Higher courses.

Use of social media

Carrick Knowe Primary School understands the benefits of using social media; however, if misused, our school community can be negatively affected, such as by damaging the school's reputation. We advise parents, carers and pupils to conduct themselves on social media using the following three commons approach to online behaviour:

- Common courtesy
- Common decency
- Common sense

Parental Requests for class lists

Information about your child is held securely and appropriate safeguards are in place. Due to these safeguards we are unable to provide parents and carers with the list of names your child is classmates with.

Other School Policies

All other school polices can be accessed via our website or alternatively from school.

Section Two – Parental Involvement in the School

Parental involvement is very important as we know it can help 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.

Equality

City of Edinburgh Council is committed to improving the quality of life for those who face inequality, harassment, discrimination and prejudice and to harness the talent and celebrate the difference of all who live in the city. This commitment is set out in the Equality, Diversity and Rights Framework which can be viewed on the council's website. As a school, we are committed to fulfilling our obligation of equity and excellence for all learners, with particular reference to protected characteristics under the Equality Act 2010 (race, gender, disability, sexual orientation, religion/belief, age, marriage or civil partnership, transgender status or pregnancy/maternity) and other factors such as poverty.

Carrick Knowe PS ~ Vision, Values and Aims

Our vision for Carrick Knowe Primary School is '*Achieving Excellence Together*'

Values

To ensure effective learning and teaching, a climate where every member of the school community feels valued and respected is required. We have recently consulted with all members of the school community and members of the wider community to update our school values which underpin every aspect of school life. Our agreed school values are now '**Kindness, Respect, Honesty and Responsibility**'.

A new logo was designed by a pupil and definitions for each of these values are currently being agreed by staff and pupils.

Through the following actions, we support and actively promote the development of the whole child;

- *Creating a school ethos which, in every way possible, gives value to these aspects of development, especially by providing an overall atmosphere that is both caring and challenging and which provides opportunities for the development of personal responsibility.*
- *Promoting social and moral learning through the way in which disciplinary issues are handled.*
- *Ensuring that staff and adults within the school provide positive models for pupils.*
- *Arranging regular gatherings of the school as a community and using such occasions to encourage and reinforce the values on which the school is based.*
- *Enriching the curriculum in all appropriate areas with an emphasis on spiritual, moral, social and cultural development.*
- *Providing opportunities within the curriculum to advance personal and social development.*
- *Providing a programme of religious education in which consideration will be given to responses to basic questions relating to the meaning, value and purpose of human life.*
- *Providing a programme of moral education.*
- *Taking every appropriate opportunity to acknowledge, value and appreciate the various cultures and heritage of the pupils and to encourage them to appreciate and value the cultures and heritage of others.*

Promoting Positive Behaviour

We are pro-active in engaging directly with parents to foster and develop our positive ethos. We want to work together to maintain and support shared learning community values and excellent home/school communication. We also want to work together to address, prevent and resolve any difficulties should they arise and to build on our strengths together.

Our school values of **Kindness**, **Respect**, **Responsibility** and **Honesty** form the basis of our conversations in relation to behavioural expectations. It is helpful if parents can also discuss these values with their children if there has been an incident in school. As

we use a restorative approach when there is conflict between pupils, the purpose of these conversations is to find solutions and develop skills that will prevent problems in the future.

Preventing and Responding to Bullying and Prejudice Behaviour Among Children and Young People

City of Edinburgh Council have recently updated their anti-bullying guidance.

The guidance for schools supports our commitment to equalities and the wellbeing and protection of children and young people from bullying and prejudice by other children and young people and aims to prevent bullying and prejudicial behaviours and attitudes. It aims to develop positive relationships with all members of school communities and partnerships as part of our approach to getting it right for every child, creating communities that allow children to be **Safe, Healthy, Active, Nurtured, Achieving, Respected, Responsible** and **Included**.

To support and further improve the positive relationship within schools, equalities groups, which have a wide representation of all stakeholders and reflect the diversity of the school community, will work to take forward the key messages that are included in the guidelines and to ensure that all children have access to support, have their views listened and responded to and are involved in the decisions that will make continue to make their school a place to feel safe, happy and nurturing.

We are committed to equalities and the wellbeing and protection children and young people from bullying and prejudice by other children and young people. All schools have a procedure which is informed by the overarching 'Preventing and Responding to Bullying amongst Children and Young People' procedure. We recognise that policy and procedures alone will not address the prevention of bullying; through our core practices (Relationships, Rights Respecting, Resilience, Restorative) we aim to build positive relationships and a culture and ethos which ensure respect, equality and inclusion. We promote anti-bullying and anti-discriminatory attitudes and behaviours through preventative, pro-active and responsive approaches.

Bullying and discriminatory behaviours are not tolerated. The school will put in place appropriate support for all children and young people involved in a bullying incident. Children who display bullying behaviour will be supported to identify the feelings and views that have caused them to act in this way and challenged, through education and learning, to develop alternative ways of behaving. Partnership with parents is instrumental to our approach to preventing and responding to bullying and in

cases of bullying it is important that all parents involved work with the school to resolve the problems in the best interests of their child.

Parental Involvement

We welcome parental involvement and engagement, as research has shown that when parents are involved children do better in school. We are also very aware that parents and carers choose to be engaged and involved in a multitude of ways and that 'one size does not fit all'. We want all families to feel very welcome in Carrick Knowe PS and therefore we offer a variety of different opportunities to ensure that all parents and carers can support their child's learning.

Parents are welcome at any time to make an appointment to see their child's class teacher or myself. Please phone Mrs Matear in the school office to arrange a suitable time. In addition, Headteacher Drop-in sessions are held on the first Monday of every month between 3.30 - 4.30pm where no appointment is needed - just drop-in!

There are two Parent Consultation times each school session, usually in September and March where parents and carers can meet with the class teacher to discuss progress in their child's learning. These are in addition to any other times parents may organise to meet with their child's teacher.

Termly 'Sharing Learning' events are held for each class and this may take the form of an open morning/afternoon, a performance or other way of children sharing their learning with their families. Each class also uploads information and photographs to our school website to show what they have been learning in school.

Staff use electronic Learning Journals to keep parents and carers updated about their child's learning in different areas of the curriculum. Parents who are signed up receive a message telling them that there is a new post on their child's Learning Journal. This is a secure site which can only be accessed by school and the parent.

Our school website - www.carrickknoweprimary.com - provides an excellent channel of communication and all letters, notices, newsletters etc. are posted there. We also have a Facebook account (www.facebook.com/carrickknowe) and a Twitter account (@CarrickKnowe).

A school newsletter is issued on the last Wednesday of each month.

Parentpay is the method of communication used to send out letters and other information to parents and carers from school. Almost all of our families are signed up

to this, but paper copies of any information sent are available and are sent out to families not yet connected to Parentpay. Please see Mrs Matear in the school office for more information on how to sign up to Parentpay.

In Carrick Knowe we also have a Home School Link Worker - Ms Laura Doig. Laura works with both children and families and has a wide remit but her main focus is in supporting families to engage with and support their child's learning. Laura is in the playground each morning except Fridays and facilitates different activities and family learning events e.g. Biscuit & Blether sessions and the Families Connect Programme.

Parent Volunteers

We welcome volunteers and encourage parents to come into school and volunteer when they can. All volunteers need to have a PVG check before they can volunteer in school. Please let us know if this is something you would like to do.

Our Parent Council have recently produced an information booklet for parents and volunteers in school which you will receive from school if you come into volunteer.

We are always looking for ways to improve our school and the service we provide and so welcome any feedback. There are usually evaluation and feedback forms following parent events in school and we often use Survey Monkey to ascertain the views of the wider parent body. However, if you would like to give any other feedback at any time, both positive or negative, please do contact me in school.

Parent Forum and Parent Councils

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. It is important to us that our Parent Council represents the rich diversity of our school community. We warmly invite all parents to volunteer or put themselves forward as representatives on the Parent Council.

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.

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 report to the Parent Forum
- To be involved in the appointment of senior promoted staff.
- To raise funds for the school for the benefit of pupils.

The chairperson of the Parent Council is Mrs Jeanette Ross and can be contacted at ckparentscouncil@gmail.com

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.

Connect 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.

Pupil Voice Groups

In Carrick Knowe PS, we have a variety of pupil groups which children can become involved in. These ensure children have a voice and are involved in decision making in school. These include the Eco-group, the Junior Road Safety Officers (JRSOs), Literacy Loons, Numeracy Ninjas, Community & Fundraising Group, Equalities Group and Health & Wellbeing Group. Groups of children from across the school are consulted regularly about different aspects of school life, for example the definition of our recently updated school values.

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 religious instruction and observance 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 is the curriculum across Scotland for all 3-18 year olds - wherever they learn. It aims to raise standards; preparing our children for a future they do not yet know and equip them for jobs of tomorrow in a fast-changing world. 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'll 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's needed. There is an emphasis by all staff on looking after our children's health and wellbeing using the Wellbeing Indicators.

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.

Our Curriculum

Our Curriculum at Carrick Knowe is underpinned by the 7 key principles of Curriculum for Excellence:

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

At Carrick Knowe, each pupil will receive a broad, general education, which meets their individual needs and enables our pupils to become Successful Learners, Confident Individuals, Responsible Citizens and Effective Contributors. We ensure that all of the curricular areas (below) are taught through either an interdisciplinary approach, or discrete learning which allows each pupil to gain knowledge and skills and supports them in their personal and social development. We encourage our pupils to develop a wide variety of life skills through working in different groups including ability groups, mixed ability groups and social groups.

The following curricular areas are taught discretely or as part of Inter-Disciplinary Learning (IDL):

- Literacy & English
- Numeracy & Mathematics
- Health & Well Being (including PE)
- Expressive Arts
- Sciences
- Social Studies
- Religious and Moral Education
- Technologies

Our teachers follow City of Edinburgh Council guidelines in each of the above areas and these, along with school progressions and programmes of learning, are used when planning for learning.

Assessment

Assessment in learning is an integral part of learning and teaching and ensures that progress in learning is being made.

As pupils progress through our school, teachers use a range of assessment approaches including 'Assessment is for Learning' (AifL) strategies as well as setting formal assessments to ensure appropriate progress, pace and challenge. Formative (ongoing) and Summative (set point in time) assessments are used to identify next steps, plan appropriate learning and identify individual learning needs.

Learning is continually assessed by teachers and these assessments take many forms, including observations, discussions, looking at children's work, formal assessments etc. Our class teachers use a wide range of evidence to make judgements on a pupil's progress and these judgements are not based on one assessment or piece of evidence.

At Carrick Knowe, self- and peer-assessment is an integral part of learning and teaching and children are encouraged to self-assess their work and peer assess others work against agreed success criteria. Our pupils are taught various assessment strategies from Primary 1 including using tickled pink and green for growth, 2 stars and a wish and What went well/Even better if. This means that from a young age, our pupils are thinking about their next steps in their learning and understand how to improve their learning using the agreed success criteria.

We recognise all pupils do not develop and progress at the same rate and, therefore, we use both group and individual methods to ensure all pupils are given appropriate instruction and the opportunity to succeed. Formal or summative assessments are used by class teachers to diagnose difficulties, recognise talents or check the pace of learning in order to plan appropriately. The Additional Support for Learning teacher may carry out diagnostic assessments to identify individual needs and allocate support and resources as necessary. We will always contact you if your child requires additional support in their learning or we wish to carry out further assessment. Please contact the school as soon as possible if you have any concerns about your child's progress.

Standardised Assessments

When pupils first enter Primary 1 they are assessed using pre-school profiles, nursery Learning Journals, class teacher observations and our Carrick Knowe Baseline assessment. The results of these assessments help teachers identify the correct starting point for each pupil, the next steps in each pupil's learning and possible groupings within the class.

At the end of Primary 1 and in Primary 4 and Primary 7, our pupils take part in the Scottish National Standardised Assessments (SNSAs) for Literacy (reading and

writing) and Numeracy. This assessment data is used in conjunction with other assessment evidence and helps teachers confirm their judgement on whether a pupil has achieved a level or not. This assessment data also helps to inform next steps in learning and teaching.

In Primary 3 and Primary 6, we make use of other standardised assessments in Maths/Numeracy and Reading. These assessments help confirm whether a pupil is 'on track' with their learning, whether there are any gaps and of course informs future learning and teaching plans.

Assessment information is used to report to parents and carers on a regular basis through our use of parents' consultations, Learning Journals (digital observations) and our end of year reports.

Curriculum for Excellence Levels are shared with parents and carers in our end of year reports.

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 needed. Further information on pupil support can be found in section 4 of the handbook.

If, at any time, a parent or carer would like further clarification about their child's learning, or progress, they should not hesitate to contact the school to arrange a meeting with the class teacher or a member of the school management team.

Learning Through Play

Research shows play-based learning has a positive and lasting impact on children's learning, teaches them skills relevant to the 21st century. Integrating learning and outdoor experiences, whether through play in the immediate grounds or adventures further afield, provides relevance and depth to the curriculum. Early Years Practitioners and teaching staff use a play-based approach that involves both child-initiated and teacher-supported learning that encourages children's inquiry through interactions that aim to stretch their thinking to higher levels.

Outdoor Learning

Outdoor education plays an important part in shaping children's social and physical skills and with extensive grounds at Carrick Knowe, we are fortunate enough to be able to use our outdoor spaces as a learning tool. Our pupils have access to a large grass field, forest area, trim trail, story-telling garden, allotment, poly tunnel and orchard. We grow a wide variety of vegetables in our allotment and have a number of fruit trees.

Many outdoor learning opportunities are planned for all classes by class teachers at various points in the year.

Our Primary 7 pupils are offered the opportunity to attend school camp where activities such as canoeing, hill walking, abseiling, problem solving and gorge walking are offered. All pupils who attend school camp thoroughly enjoy having the chance to develop a wide range of personal, social, emotional and physical skills in an outdoor environment away from the comforts of their homes.

We are very proud of our Green Flag status at Carrick Knowe Primary School as we have now received four Green Flags as part of the Eco Schools programme. We have a well-established Eco Committee, made up of pupils and staff, who are fully committed to leading the way in how we continue to protect our environment and live in a more sustainable way. We are continuing to further develop the way in which we use our outdoor space to enhance the learning experiences of our pupils and this is a key feature of our School Renewal Plan for session 2020-21

Planning Children's and Young People's Learning

At Carrick Knowe, we use the City of Edinburgh Council (CEC) progression planners, our own progression pathways, Experience and Outcomes and Benchmarks to ensure our planning for learning is progressive and meets the key principles of curriculum design. The Curriculum for Excellence Benchmarks provide clear statements for each Experience and Outcome, allowing class teachers to ensure planned learning, teaching and assessment links directly to the Experiences and Outcomes.

Our long-term planning takes place in a variety of forms including yearly overviews and termly plans. Parents are issued with information about what and how the curriculum is being delivered in every class each term via our class newsletters. Our classes are encouraged to regularly update their blog pages on the school website with photos, video clips and information about what the children have been learning in school.

Our pupils are regularly consulted during the planning process and they are given the opportunity to suggest learning activities, contexts and how to assess their learning. This can be seen through our Inter-Disciplinary Learning (IDL).

We use Big Books, Learning Walls and Sway (an online tool) to encourage our pupils to plan their learning with their class teacher, explore the Experiences and Outcomes and map their learning journey in IDL. These planning tools are also used to share class learning with parents and carers and actively encourage pupil voice, personalisation and choice.

As part of our Assessment is for Learning (AifL) approach, all class teachers share clear learning intentions with their pupils. Success criteria are also shared or co-constructed with the pupils to support their understanding of how to achieve the learning intention and to assist with assessment conversations.

Blended Learning

Blended Learning is a mix of face to face learning in school and online learning at home. It also includes outdoor learning. As we are living in a time of uncertainty, each school will have a Blended Learning Strategy, which considers the needs of their particular school community and which outlines what Blended Learning will look like if we are required to implement this approach. Our Blended Learning Strategy can be found on our school website.

Homework

Homework and other home learning opportunities provide pupils with an opportunity to consolidate what has been learned in class and makes parents and carers aware of what their child is learning in school. At Carrick Knowe, we have a clearly defined policy on home learning which was created in consultation with parents, pupils and teaching staff.

Homework is handed out on a Monday and returned on a Friday. There is no homework on weeks where there is a Monday holiday. Although this is our whole school strategy, there are times when homework may be adapted to suit the needs of individual children.

Early Level Homework (P1 only)

| Literacy | Numeracy | Reading |
|---|---|--|
| Initial sounds followed by tricky words | Numeracy Activity Wall From January SumDog Game (digital) | Core reading book Fluency reading book (optional) |

P2-P4 Homework

| Literacy | Numeracy | Reading |
|------------------------|-----------------------|------------------------|
| Literacy Activity Wall | SumDog Game (digital) | Core reading book (P2) |

| | | |
|------------------------------|--------------|--|
| (Focussed on spelling words) | or worksheet | CK Reading for Enjoyment Challenge (P3 and P4) |
|------------------------------|--------------|--|

P5-P7 Homework

| Literacy | Numeracy | Reading |
|---|---------------------------------------|------------------------------------|
| 2 x Literacy Activity Wall (Spelling & Grammar/VCOP) | SumDog Game (digital) Or worksheet | CK Reading for Enjoyment Challenge |

At Carrick Knowe, there are certain times in the year where no homework is issued. During our consultation period with our various stakeholders, it was decided that during the month of August there would be no homework to allow the pupils time to adjust to the new term. There is no homework during the month of December as it is a busy time for families and during the month of June as, at this time of the year, it is seen to have very little benefit and is a great opportunity for children to learn outdoors through play.

Parents are encouraged to help their child with their homework as a means of keeping them up to date with the work of the class, their child's progress and to promote partnership between school and parents. Our homework club takes place on Tuesdays at lunchtime and is available for all pupils in P2-7 who would like to complete their homework during the school day or would like some additional support. This club is run by class teachers and is available to all.

Read, Write, Count

The Read, Write, Count programme aims to support parental engagement in literacy and numeracy. Gift bags are distributed annually to all P2 and P3 pupils in Scotland by Scottish Book Trust. The gift bags contain essential literacy and numeracy materials to support children's learning, as well as advice and support to parents.

Studies show a direct link between a strong family learning environment and progress in reading, writing and counting. In addition to the parent guide included in the gift bags, the Parent Club website (<https://www.parentclub.scot/>) offers a range of hints, tips and advice to help parents engage in their child's learning.

First Minister's Reading Challenge

The First Minister's Reading Challenge is an inclusive, exciting programme for all children - fostering a love of reading for pleasure. Research shows that reading for pleasure is crucially important for children's development.

The Challenge is open to all local authority and independent primary and secondary schools across Scotland, as well as, libraries and community groups. You can find out more information on the Challenge and also how schools can register to take part here: <https://www.readingchallenge.scot/>

A reading app called Bookzilla, aimed at S1-S3 pupils, helps them find and recommend books and to set themselves reading challenges.

Health & Wellbeing Curriculum

Part of our Health & Wellbeing curriculum includes Relationships, Sexual Health & Parenthood Education (RSHPE). This starts in nursery (Early Level) and extends through to Primary 7 (Second Level). Much of this focuses on friendships and building positive relationships, but there is some content which parents may have some anxieties about e.g. sexual health, parenthood, drugs awareness. The teaching and learning around this is age and stage appropriate and is used in all City of Edinburgh schools. The content can be accessed at rshp.scot and there is also further information on our school website.

When the class teachers are planning to teach anything, which may be considered of sensitive nature, parents are made aware of when this will happen, the content of the lesson and the vocabulary used. This enables parents to support their children if required and be prepared for any questions their children may have.

Please do contact your child's class teacher or Ms MacLean, the headteacher if you have any questions about this.

Religious Instruction and Observance

Parents and carers who wish to exercise their right to withdraw their child from religious instruction and/or observance should contact myself, and alternative arrangements will be made for your child.

We are very fortunate to have developed close links with our local ministers and associated churches. Rev. Fiona Mathieson, the minister at Carrick Knowe Church and Rev. Jamie Griggs, the minister at St. Anne's church on St. John's Road are our school chaplains and both support the school in leading some of our school assemblies and in other school events. As a whole school we visit the churches for our Christmas and Easter services.

Extra-Curricular Activities

We offer a wide a range of extra-curricular activities for pupils during lunchtime and after school. Some of these extra-curricular activities are run by Active Schools and others are provided by the teaching staff.

The extra-curricular activities offered in school this session include:

- Drama club (The School Show)
- Coding Club
- Cookery Club
- Wellbeing Wednesdays (Mindfulness)
- Glee Club
- Football
- Mini athletics
- Basketball
- Yoga
- Karate
- Street dance
- Athletics

Some of these activities are available for specific year groups and at various points in the year due to instructor/space availability. Parents will be informed about these clubs by the school and *Active Schools* information is available on the school website (under "Latest Letters" section).

Active Schools

The fundamental aim of Active Schools is to give school-aged children the skills, 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 our Active Schools Coordinator, Shona Clark at shona.clark@ea.edin.sch.uk or visit the Active School website.

<https://www.joininedinburgh.org/sports/active-schools/>




Growth Mindset







All of our staff at Carrick Knowe encourage our pupils to develop a growth mindset when they are faced with challenging situations, both in academic terms and in social situations. We encourage our pupils to develop their growth mindsets by:

- Providing stimulating, challenging learning opportunities
- Learning from our mistakes
- Supporting and learning from others
- Encouraging all to persevere when things get hard
- Learning from feedback
- Discussing strategies and trying new ones
- Giving everything a go and putting in effort
- Setting achievable targets



As a school, we have created 9 Learning Superheroes who help us to develop the skills we need to have a growth mindset:

| Superhero | Catch Phrase | Information |
|---|---|---|
|  | <u>Achieving Alfie</u> When we get out of the pit, we celebrate it! | Alfie knows that from great struggle, comes great success. He knows that by working hard and demonstrating a growth mindset, we can overcome obstacles, climb out of the learning pit and experience real success. |
|  | <u>Perseverance Penny</u> Find a new route and give frustration the boot | Penny had to show true grit and determination to get where she is now. She knows that she has to keep going and not give up when things get difficult. |
|  | <u>Challenging Charlie</u> Neurons firing in all directions. Challenges create new connections. | Charlie tells us not to give up and to persevere with difficult tasks. He encourages us to stretch our brains by choosing a challenging option in our learning. This allows our brain to grow by developing new pathways. |

| | | |
|---|---|---|
|  | <p><u>Creative Cameron</u></p> <p>Creativity is key, so let your imagination run free!</p> | <p>Cameron helps us to think creatively and use our imagination to solve problems. Cameron encourages us to think up new ideas and ask lots of questions.</p> |
|  | <p><u>Focussed Felicity</u></p> <p>Hocus! Pocus! Everybody focus...</p> | <p>Felicity encourages us to do one thing at a time and to ignore distractions. We need to concentrate and stay focussed to complete tricky tasks and learn new things.</p> |
|  | <p><u>Motivated Mark</u></p> <p>If you keep trying, soon you'll be flying.</p> | <p>Mark is excited to learn. He wants to learn new things and enjoys asking questions. He listens carefully when new things are being explained and is happy to learn by himself or with others.</p> |
|  | <p><u>Practising Polly</u></p> <p>Practise makes progress</p> | <p>Polly knows that practise makes progress. Polly knows that we should set ourselves small targets and take one step at a time to succeed. She encourages us to practise new skills and old ones so that we continue to get better.</p> |
|  | <p><u>Maxine the Mistake Maker</u></p> <p>Learn from your mistakes, effort is all it takes</p> | <p>Maxine knows that mistakes are good because you learn from them. Maxine doesn't worry if things go wrong and is excited to try new things. She tells us to "have a go" at things.</p> |
|  | <p><u>Teamwork Tina</u></p> <p>Work together, learn together, grow together!</p> | <p>Teamwork Tina is always looking to support others in their learning. She learns from others and is happy to ask for support, if she needs it. Tina knows that two heads are often better than one and she enjoys solving problems with the rest of the team.</p> |

Please contact the headteacher, Ms MacLean if you would like any further information about the curriculum or any other aspect of learning, teaching and assessment within our school.

Section 4: Support for Pupils

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

Getting It Right for Every Child (GIRFEC)

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, families and communities
- enables children to get the help they need when they need it
- supports a positive shift in culture, systems and practice.

'Getting it Right for Every Child' is the foundation for work with all children and young people, including adult services where parents and carers 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. 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 or carers. The Child Protection Officer for Carrick Knowe Primary School and Nursery Class is Gail MacLean, Headteacher. Please contact her directly if you have any concern about a child's safety or wellbeing.

Additional Support Needs: Authority Information

As with all local authority schools in Scotland, Carrick Knowe Primary School operates under the terms of the Additional Support for Learning Act and its accompanying Code of Practice. Further details of the policies and procedures can be found on Edinburgh Council website at www.edinburgh.gov.uk/inontheact

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):

- (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 coordinated support plan
 - the role of parents, children and young persons in the arrangements referred to in paragraph (b)
 - the mediation services provided
- (d) the officer or officers of the authority from whom parents and carers of children having additional support needs, and young person's having such needs, can obtain advice and further information about provision for such needs

Additional Support at Carrick Knowe

An additional support need comes from anything which is a barrier to learning. Most schools will have some children with additional support needs of some kind.

The City of Edinburgh Council has many legal duties towards children 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 0131 469 3444.

At Carrick Knowe, support is given to children who have additional learning, physical, sensory or behavioural needs or who require extra help because the language they speak at home is not English. Teachers of 'English as an Additional Language' (EAL) and bilingual support assistants help children develop fluency in English.

Carrick Knowe has an Additional Support for Learning teacher (ASLT) and a team of Pupil Support Assistants (PSAs) who work with pupils who need additional support. The level and type of support given varies. Some may require continual support, while others may receive short, intensive periods of support. Alternatively, the Additional Support for Learning teacher may provide advice and support to class teachers in terms of learning and teaching strategies or resources. If a child needs support for learning, parents and carers are notified. If a child has a severe learning or behavioural need, a referral will be made to psychological services for an assessment in consultation with parents and carers.

Children who have special aptitudes or interests are supported and challenged to develop their full potential. The strategies to support highly able learners are varied, and specific to each child.

Staff, parents, carers, pupils and partnership services and agencies work together to meet the needs of all to ensure we 'Get it Right for Every Child'. You may hear this referred to as the 'GIRFEC' approach.

In consultation with parents and carers, the Carrick Knowe PS Additional Support for Learning Strategy was updated in 2019. This can be found on our website.

We work in partnership with other agencies and professionals - for example, Social Work Services, Educational Psychology Service, National Health Service and the parents and carers 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 may also seek independent advice and support through: Enquire: www.enquire.org.uk, 0845 123 2303

Scottish Independent Advocacy Alliance, www.siaa.org.uk, 0131 524 1975 Take Note: National Advocacy Service for Additional Support Needs (Barnados in association with the Scottish Child Law Centre) www.sclc.org.uk, 0131 667 6633.

Pastoral Care

If your child becomes unwell at school, they will be taken to our medical room. Staff who are trained in First Aid will assess and care for your child, giving treatment if appropriate. Parents are always contacted if a child has a head injury.

Transitions: Moving to a new school or leaving school

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

Nursery class provision

Carrick Knowe PS has a nursery class which can accommodate up to 60 children aged 3-5 years. Nursery hours for children are Monday- Thursday from 08.30 until 15.30 and Friday from 08.30-12.30.

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 is prepared by nursery staff to ensure a smooth transition and continuity of education for each child transferring to primary school.

Primary School Admissions

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

In the run-up to November's registration week for the new Primary 1 intake, your catchment school offers an opportunity for you to visit them. You may speak with staff, see how the school runs, and view children's learning on display. This will help you understand the school's unique character and give you an insight into the learning environment that your child could enjoy.

Transitions within Carrick Knowe

For those pupils who may find transitioning between one year and the next challenging, we provide an enhanced transition programme. This involves meeting the next class teacher in a small group and creating a transition passport with a member of the school management team.

Primary to Secondary Transfer

Visits to our local secondary school are organised before the summer holidays and children from other catchment schools, who will attend the same secondary school, will have the opportunity to meet and get to know each other and their teachers.

During your child's Primary 7 year, parents and carers have an opportunity to view the high school and ask any questions you may have.

Catchment Secondary School

Forrester High School

212 Broomhouse Road

Edinburgh

EH12 9AE

Tel: 0131 334 9262

<http://forresterhighschool.org.uk/>

Transition to Forrester High School

During the last years of Primary School, a programme for transition is agreed with Forrester High School and cluster primaries; Carrick Knowe Primary, Murrayburn Primary, Broomhouse Primary and Gylemuir Primary. This culminates in a three-day visit by P7 pupils to Forrester High School, during which they follow a sample timetable, meet the teachers and find their way about the new school.

Parents and carers are invited to meetings at Forrester High School during the P7 year. Alternative arrangements are made for pupils who transfer to other secondary schools. To ensure pupils have as smooth a transition from primary to secondary school as possible, records containing information relevant to their education and progress are transferred. High school staff also liaise with Primary school staff to share information. Similarly, if a pupil leaves Carrick Knowe Primary for another Primary School, records are passed on to the new school once enrolment is confirmed.

Placing Requests

As a parent, if you don't want your child(ren) to be educated in your local catchment school, you have the right to make a Placing Request for your child(ren) to attend another school.

If you would like your child to start P1 or S1 at a school outside your catchment area, you must make a Placing Request. You can get a Placing Request application form at any nursery or primary school in Edinburgh from mid-November and must return it by **24**

December to:

e-mail: school.placements@edinburgh.gov.uk

post: School Transactions
P1/S1 Placements,
PO Box 12331,
EDINBURGH
EH7 9DN

If we receive your application form after 24 December, your request will be considered but if we receive your application form after **15 March** places in your chosen school may no longer be available.

The Council must grant Placing Requests where possible. If there are more places available in a school than there are placing requests, all placing requests are usually granted.

If the school you choose has more placing requests than available places, each case is looked at individually. Please include all relevant details on your Placing Request application form so this can be taken into account.

As school rolls have increased there has been a decrease in the number of places available for children living outside the catchment area. This has resulted in high numbers of placing requests being refused.

If a Placing Request is successful for one child, this does not guarantee a successful Placing Request for another child. This could mean parent(s) / guardian(s) have children attending different schools.

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.

Further information on school placing requests can be found on our website at:

http://www.edinburgh.gov.uk/info/20256/school_places/1375/school_placing_requests

Section Five - School Improvement

This 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. Raising attainment is always a key feature of our School Improvement Plan. Our School Improvement Plan for this session can be accessed via our school website - www.carrickknowe.com

Standards and Quality Report

Every year each school publishes a Standards and Quality report which highlights the school's major achievements. This can be accessed on our school website - www.carrickknowe.com

Websites

You may find the following websites useful.

- www.edinburgh.gov.uk - contains information for parents and information on Edinburgh schools.
- <https://education.gov.scot/parentzone> - 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.
- <https://education.gov.scot/inspection-reports> - parents can access school and local authority inspection reports and find out more about the work of Education Scotland.
- <http://www.ltscotland.org.uk/scottishschoolsonline-index-asp/> - 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.
- <https://www.childline.org.uk/info-advice/bullying-abuse-safety/> - contains information for parents and children on varying forms of bullying and provides help for parents and children who are affected by bullying.
- <https://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
- <https://education.gov.scot/> - provides information and advice for parents as well as support and resources for education in Scotland
- <https://www.equalityhumanrights.com/en> - 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 | Head Teacher |
| DHT | Depute Head Teacher |
| PT | Principal Teacher |
| BM | Business Manager |
| CLD | Community Learning and Development |
| GIRFEC | Getting it Right for Every Child |
| CPM | Child Planning Meeting (Early Years and Primary) |
| YPPM | Young Person's Planning Meeting (Secondary) |

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.

The information in this school handbook is considered to be correct at the time of publication (**June 2020**), however, it is possible that there may be some inaccuracy as the school year progresses.

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 next year.

Tell us what you think

Your feedback will help us to improve our handbook.

Name of school: _____

| Did you find | Please tick | |
|----------------------------------|-------------|----|
| 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 next year.

Thank you for filling in the questionnaire. Your views are appreciated. Please return this questionnaire to the school office.

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.

Gail MacLean
Headteacher
Carrick Knowe Primary School