



2021-2022

**Sacred Heart R.C.
Primary School
& Early Years Setting**



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Introduction

Dear Parents and Carers,

Firstly, allow me to welcome you to the Penicuik area and to Sacred Heart Primary School and Early Years Setting. You are now an integral part of our school community and, together, it is our responsibility to provide the best possible learning experiences for our children and to enhance the excellent ethos of our school community. We aim to set a high standard for learning and achievement, behaviour and manners and have a high expectation of our children, our staff team and our school community as a whole.

Whilst Sacred Heart is a Roman Catholic school, with strong links to Sacred Heart Parish and our parish priest, Fr Tadeusz Majcher, we are pleased that parents with different faith backgrounds choose our school community for their children.

This booklet has been produced for parents/carers. If your child is about to start school for the first time or you have moved into the area, the booklet will give you some initial information about Sacred Heart Primary School and Early Years Setting.

It is designed to give you information on day-to-day organisation, curriculum and assessment, the role of the Education and Communities Division and the involvement of partner agencies. It also provides details of the responsibilities of parents/carers in relation to their child's attendance, punctuality and behaviour.

However, I would like to begin by highlighting the school's "Vision, Values and Aims", created through the input of our children, parents and staff. Please note that we are currently revising our Vision, Values and Aims with a view to launching them in August 2019. This sets out to present clear and concise statements on the aspirations of our school and equally to give a starting point for dialogue with parents/carers.

By selecting Sacred Heart as your preferred school of choice you will have already identified with these aims and we are already well on the way to building the co-operation and partnership between home, school, local and parish community which will be of crucial importance throughout our children's education.

Once again, welcome to the Sacred Heart family. I'm sure that this will be the beginning of a long and happy partnership as we endeavour to provide the highest quality learning experiences for your child.

Yours sincerely,
Anna Chidgey
Head Teacher

Vision, Values & Aims

School Vision:

'Aspire, Nurture, Learn, Achieve'

School Mission Statement:

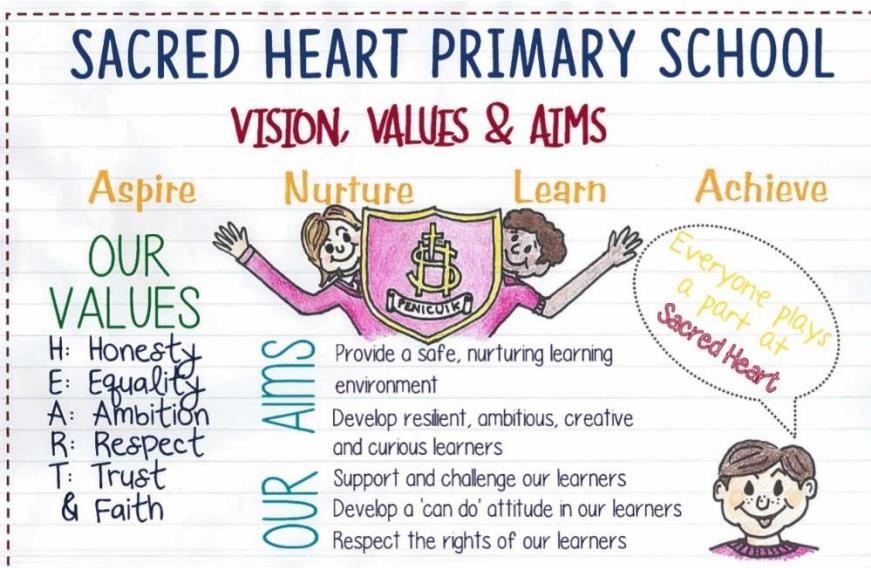
'Everyone plays a part at Sacred Heart'

School Values:

H: Honesty
E: Equality
A: Ambition
R: Respect
T: Trust
& Faith

School Aims:

- To provide a safe, nurturing environment where children can grow in confidence, take risks, make informed decisions, learn from mistakes and develop a 'can do attitude'.
- To provide appropriate support and challenge to our children to foster ambition, creativity, curiosity and the capacity to achieve their full potential.
- To foster a lifelong love of learning and recognise the positive contribution they can make to society now and in future
- To uphold the rights of the child and ensure all children feel valued, respected and included
- To encourage our children to make healthy life choices, build resilience & demonstrate perseverance





Charter for Catholic Schools in Scotland



SCOTTISH CATHOLIC EDUCATION SERVICE

The mission of the Catholic school is to develop as a community of faith and learning, providing the highest quality of education, and offering formation through the promotion of Gospel values, through celebration and worship, and through service to the common good.

All Catholic schools in Scotland, in honouring Jesus Christ as the Way, the Truth and the Life, will feature the following characteristics:

- a commitment to the integrated education and formation of the whole person, in close partnership with parents as the first educators of their children;
- an inclusive ethos which aims to honour the life, dignity and voice of each person, made in the image of God;
- a commitment to the search for wisdom in life and to the pursuit of excellence, through the development of each person's unique God-given talents;
- a commitment to the spiritual formation of the school community, through the shared experience of prayer and liturgy, and in partnership with local parishes;
- the provision of religious education programmes which will enable young people to develop their understanding of Gospel values and of how to apply them to life;
- a commitment to uphold the moral teaching, faith tradition and sacramental life of the Catholic Church;
- a commitment to communicate Catholic social teaching and thereby to promote social justice and opportunity for all;
- a commitment to ecumenical action and the unity of Christians;
- the promotion of respect for different beliefs and cultures and for inter-faith dialogue;
- a commitment to support the continuing professional and spiritual development of staff.

All staff appointed to a Catholic school are expected to support and promote the aims, mission, values and ethos of the school, as illustrated in this Charter.

For more information, contact SCES. Tel: 0141 556 4727, email: mail@sces.uk.com or visit www.sces.uk.com

Our School

Address:

Sacred Heart RC Primary School & Early Years Setting,
Crockett Gardens,
Penicuik,
Midlothian,
EH26 9BB

Telephone: 0131 271 4665

Email: sacredheart_ps@midlothian.gov.uk

School Roll

Our school is a co-educational primary school and the roll for 2021-2022 is currently 122 pupils (excluding nursery), made up as follows:

Class	Stage							Totals
P1/2	8	12						20
P2/3		6	17					23
P4				16				16
P5					21			21
P6						24		24
P7							18	18
Total	8	18	17	16	21	24	18	122

The maximum number of children that can be taught in each primary school class from August 2007 is given below:

Stage	Maximum Class Size
P1 Single Stage Class	25 pupils
P2-P3 Single Stage Class	30 pupils
P4-P7 Single Stage Class	33 pupils
Composite Class (of more than 1 stage)	25 pupils

Our School

Our school building has recently undergone an extension and refurbishment.

Our school building now consists of the following:

- an extended administration wing with large foyer
- a senior management office and meeting space
- a staffroom
- a fully equipped kitchen
- a dining hall with servery hatch for school lunches
- an additional purpose-built servery hatch for breakfast club and other school events
- an open-plan early years area for Nursery and Primary 1 with free flow to an outdoor learning space
- a semi open-plan teaching area for the middle school – P2, P3 and P4
- an Expressive Arts room with mirrored wall
- a support for learning base
- a ‘Space 2 Be’ room
- a breakout space for additional group learning
- unisex toilets
- three large semi-open plan classrooms (extension) – P5, P6 and P7
- male and female changing rooms (extension)
- a large gym hall (extension)
- unisex toilets (extension)

Sacred Heart have a grass-covered playing field for sports activities and two small tarmacadamed play areas for all-weather play. A fully-landscaped play area for Nursery and Primary 1 is currently under construction and will allow for free flow between the indoors and the outdoors for our Early Years learners.

Our School

Bringing your child to and from school

Children come on foot from two directions: down Crockett Gardens to the north of the school and from the leisure centre car park through the gate directly into the school playground on the south side. All car users should use the leisure centre car park for safe dropping off and collecting of children.

Those children who live inside our catchment area but outwith a two mile radius from the school have transport provided for them by Midlothian Council. Transport is also provided for those children with significant Additional Supports Needs.

To enquire further about this, please contact Debbie Hunter on 0131 561 5453

Secondary Education

After completing P7, denominational children from Sacred Heart transfer to:

St David's RC High School

1 Cousland Road

Dalkeith

EH22 2PS

Headteacher: Mr Donald McDonald

Phone: 0131 654 4702

Email: stdavids_hs@midlothian.gov.uk

During P7 (and often during P5 and P6 in addition) invitations are issued to children and parents to go and have a look around St David's High School. There is a two-day induction period in June just before the children leave primary school. There are usually extended transition arrangements for pupils with additional support needs and recently there have been transition camps for learners to attend.

Some of our learners choose to attend Penicuik High School or Beeslack High School.

Similar transition opportunities are also organised with these schools.

The School Day

Nursery

All children in our nursery receive 1140 hours of childcare. In line with Scottish Government childcare policy, this will be a legal entitlement for all 3 year olds from August 2021.

Our Nursery will operate on the 38 week model, which will allow our children access to our setting during term time only, in line with the school year.

Nursery hours are as follows:

Monday – Thursday:

Drop off: 8:40am – 8.50am

Pick up: 3.05pm -3.15pm

Friday:

Drop off: 8.40am – 8.50am

Pick up: 12.10pm – 12.20pm

All pupils from Primary 1 to Primary 7 are in school for a total of 25 hours per week. Our school times for all pupils are:

Monday – Thursday	8:50am – 10:30am
	10:45am – 12:30pm
	1:15pm – 3:15pm

Friday	8:50am – 10:30am
	10:45am – 12:25pm

- Nursery children enter and leave by the main nursery door, where they will be greeted and handed over by a member of our Nursery team.
- Primary 1–4 children line up in the playground at the back of the school, this can be accessed via the Crockett Gardens gate.
- Primary 5 – 7 children line up in the playground that can be accessed via the Penicuik Leisure Centre Car Park. P5-7 should enter the playground on their own.
- Any child attending breakfast club should enter the school building via the main school door.

- Any child who arrives late should ensure that they enter the school building via the main school door so that their attendance can be marked by office staff.



From 8.00 onwards children can attend our Breakfast Club. Our breakfast club is sponsored by Gregg's and is free of charge to all children. Breakfast consists of cereal, toast, fruit, yoghurts and squash. Children not attending the Breakfast Club may play in the playground from 8.45am until the start of the school day at 8.50 if they wish but there is no school adult supervision and we insist that a parent or carer is on hand to ensure that children are safe and sensible.



Our Early Years Setting

Our nursery currently has the capacity for 32 full time children but will eventually move to a capacity of 64 full time places.

Our refurbished building has a purpose-built ‘Early Years Setting’, which houses our Primary 1 class and our Nursery class.

Nursery and Primary 1 have lots of opportunities to play and learn together, which we are confident will contribute to smoother transitions to primary school and support the wellbeing of our learners.

We work hard to ensure our setting is a calming and natural environment and resource it to engage all the children through a variety of rich learning opportunities to support individual children’s interests and development.

Both Nursery and Primary 1 have access to a dedicated, secure outdoor area.

We consider our outdoor environment as an extension of the indoors and provide lots of engaging and motivating outdoor learning opportunities. We also use our local area and the woods to further extend our learning.

We follow a ‘learn through play’ approach within our Early Years Setting and use this to inform both our practice and planning, which we do on a fortnightly basis.

“To a child, play is about having fun, but to society it is much more. Play is essential to healthy development from birth to adulthood, contributing to capacity for learning, resilience and the development of physical, cognitive, social and emotional skills.” (Play Strategy for Scotland: Our Vision).



For our nursery learners, all snacks and lunches are provided

Staffing

*Some of this information will vary from year to year due to personnel changes.

For the 2021-2021 Session, Sacred Heart staffing is as follows:

Head Teacher	Anna Chidgey
Deputy Head Teacher	Síobhra Cran
P1/2 Teacher	Lauren Maxwell
P2/3 Teacher	Martin Forshaw
P4 Teacher	Leanne Rudkin
P5 Teacher	Jane O'Rourke
P6 Teacher	Colin Hutchinson
P7 Teacher	Alison Hardie
Senior Early Years Practitioner	Zoe Hiltferty
Senior Early Years Practitioner	Kim Turner
Early Years Practitioner	Katrina Walker
Early Years Practitioner	Kirsty Brown
Early Years Practitioner	Linda Edgar
Support for Learning Teacher/ Principal Teacher	Lilly Learmonth
Teacher of Modern Languages & RE (Thursday)	Marian Sargison
Drama/Art Specialist (Tuesday)	Poppy Browne
Learning Assistants (also playground and lunch supervisors)	Ann Allan Karen Halliday Kerrylee Shaw Mary Hadwen Hazel Howat Irene Ker Sarah Lister Debbie Thomson Tracy Smith Pauline Baillie Michelle Wakefield Andrew Murray Father Tadeusz Majcher Sacred Heart Church
Administration Assistant	
Cleaner	
Cleaner	
Cleaner	
Kitchen Supervisor	
Kitchen Assistant	
Kitchen Assistant	
Caretaker	
School Chaplain	

Enrolment Procedures

Parents and carers wishing to explore whether Sacred Heart is the right school for their child are invited to make an appointment to meet the headteacher or depute head teacher and look around the school.

Enrolment week for children entering P1 normally occurs in the November before their August start but dates will be confirmed on an annual basis. You will receive a letter from Midlothian Council indicating your catchment area school(s). Should parents decide to send their child to Sacred Heart when it is outwith their catchment area, then they must make a Placement Request to:

Pupil Placement, Fairfield House, Dalkeith, EH22 3ZG.

Special rules apply to Placement Requests and no child is guaranteed a place in a school that is outwith his/her catchment area. Sacred Heart Primary's catchment covers all Penicuik and surrounding areas. Please enquire if you wish to check you are in our catchment area.

'In the case of Roman Catholic schools, where applications from those living within the catchment area exceed the number of places available, the Education Division will give priority to those applicants whose children have siblings at the school and applicants who have a declared affinity with the religious beliefs of the school.'

Admission to Primary and Secondary Schools, Midlothian Council, 1998

The Education (Additional Support for Learning (Scotland)) Act 2004 introduced a new framework for providing for children who require some additional help with their learning. If parents are enrolling a child who requires any kind of extra support they are invited to discuss their child's needs in detail with the headteacher so that staff can provide appropriate help and guidance.

The policy of the council is to meet the transport costs of pupils attending their district school who live more than two miles away from the school. Transport is provided for Sacred Heart children who live outwith a two mile radius from the school. Costs will also be met if the authority asks a pupil to attend a non-district school but not if parents choose to send their children to a non-district school – see further details under transport.

The School Curriculum

curriculum for excellence



The purpose of the curriculum is encapsulated in the four capacities - to enable each child or young person to be a successful learner, a confident individual, a responsible citizen and an effective contributor.

The curriculum aims to ensure that all children and young people in Scotland develop the knowledge, skills and attributes they will need if they are to flourish in life, learning and work, now and in the future, and to appreciate their place in the world. The attributes and capabilities of the four capacities are outlined below:

successful learners	confident individuals	responsible citizens	effective contributors
<p>attributes</p> <ul style="list-style-type: none">• enthusiasm and motivation for learning• determination to reach high standards of achievement• openness to new thinking and ideas <p>capabilities</p> <ul style="list-style-type: none">• use literacy, communication and numeracy skills• use technology for learning• think creatively and independently• learn independently and as part of a group• make reasoned evaluations• link and apply different kinds of learning in new situations.	<p>attributes</p> <ul style="list-style-type: none">• self-respect• a sense of physical, mental and emotional well-being• secure values and beliefs• ambition <p>capabilities</p> <ul style="list-style-type: none">• relate to others and manage themselves• pursue a healthy and active lifestyle• be self-aware• develop and communicate their own beliefs and view of the world• live as independently as they can• assess risk and make informed decisions• achieve success in different areas of activity.	<p>attributes</p> <ul style="list-style-type: none">• respect for others• commitment to participate responsibly in political, economic, social and cultural life <p>capabilities</p> <ul style="list-style-type: none">• develop knowledge and understanding of the world and Scotland's place in it• understand different beliefs and cultures• make informed choices and decisions• evaluate environmental, scientific and technological issues• develop informed, ethical views of complex issues.	<p>attributes</p> <ul style="list-style-type: none">• an enterprising attitude• resilience• self-reliance <p>capabilities</p> <ul style="list-style-type: none">• communicate in different ways and in different settings• work in partnership and in teams• take the initiative and lead• apply critical thinking in new contexts• create and develop• solve problems

Developing the four capacities

The experiences and outcomes are a set of statements which describe the expectations for learning and progression for each of the eight curriculum areas (see below).

The title ‘experiences and outcomes’ recognises the importance of the quality and nature of the learning experience in developing attributes and capabilities and in achieving active engagement, motivation and depth of learning. An outcome represents what is to be achieved.

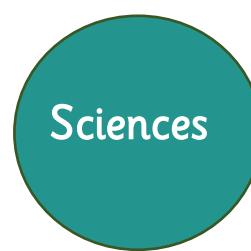
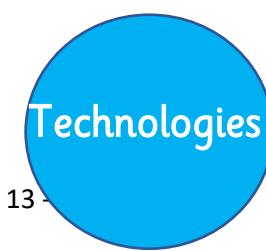
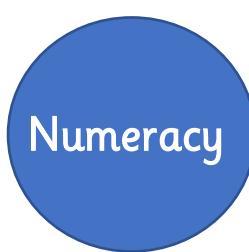
The experiences and outcomes for each curriculum area build in all the attributes and capabilities and so develop the four capacities.



The design of the curriculum revolves around seven principles...:

- challenge and enjoyment
- breadth
- progression
- depth
- personalisation and choice
- coherence
- relevance

...through eight curricular areas:



The School Curriculum

Sacred Heart Primary is committed to an inclusive approach to learning and teaching and regularly involves our learners in the planning and development of lessons to ensure high levels of engagement and a child-centred focus:

Expressive Arts:

Participation in performances and presentations

Art and Design

Drama

Music

Nativity, Easter and Summer Shows are performed in the last week of these terms.

Primaries 1 and 2 perform in the Nativity, Primaries 3 & 4 in the Easter performance and

Primaries 5, 6 & 7 perform in the Summer Show. The children are currently taught by a drama specialist every week. P6 and P7 children can also opt to have brass, clarsach, violin, brass and woodwind tuition.

Health and Wellbeing:

<u>Mental, emotional, social and physical wellbeing</u> Mental and emotional wellbeing Social wellbeing Physical wellbeing	<u>PE, physical activity and sport</u> Physical education Physical activity and sport Physical activity and health
<u>Food and health</u> Nutrition Safe and hygienic practices Food and the consumer	<u>Substance misuse</u>
<u>Planning for choices and changes</u>	<u>Relationships, sexual health and parenthood</u>

In the physical aspect of health and wellbeing we study:

- nutrition
- hygiene/taking care of our bodies
- drugs
- safety
- physical education
- dance

Guidance is given in the Curriculum for Excellence programmes. If you wish to look at these please visit the Education Scotland website or ask the school for a copy of these guidelines.

Playback ICE – Knowing Me Knowing You

In response to the increasing prevalence of mental health conditions among children, we have developed a partnership with Playback ICE, which will allow us to support learners' health and wellbeing and social and emotional development.

This comprehensive and engaging resource has been written in collaboration with a range of early years and primary professionals and provides a building block approach to children's social and emotional learning about themselves and others.

There is a growing recognition that healthy, social and emotional development advances children's success in school and life. Social and emotional learning helps children academically and supports them in being engaged life-long learners who are self-aware, caring and connected to others.

Knowing Me, Knowing You supports the core principles of Getting it right for every child (GIRFEC, Scotland) and Every Child Matters (UK)



KNOWING ME, KNOWING YOU

Promoting Social and Emotional Learning - Skills Development



We encourage our learners to speak about their wellbeing on a termly basis by completion of a wellbeing web, in which they engage with the 8 wellbeing indicators as outlined in GIRFEC (Getting It Right For Every Child) – Safe, Healthy, Achieving, Nurtured, Active, Respected, Responsible & Included.

All pupils also identify a ‘Champion’ in school, who they can speak to if they have anything they feel they wish or need to share.

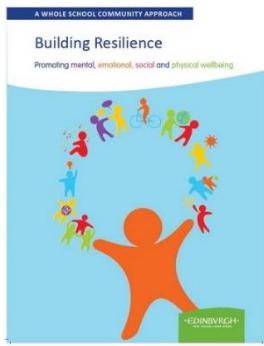
**"Every Child deserves
A CHAMPION**

an adult who will never give up on them
who understands the power of connection
and **INSISTS** that they
become the best
they can possibly be."

-Rita Pierson

Space2Be

As part of our efforts to support children's mental health and wellbeing, we have set up a 'Space2Be' room. This space will act as a multi-purpose room: it can be a space where children can go to help them to self-regulate; it can be a private space where a child can speak to their champion; it can be a multi-sensory space; a space where children can take part in mindfulness sessions or sessions of reflection – it is a space for children to be children and for their individual needs to be supported.



Building Resilience: Promoting mental, emotional, social and physical wellbeing

This Health and Wellbeing Programme aims to take children on a personal journey to look at what influences their mental health and emotional wellbeing, through the mix of teaching, reflection, multimedia and interactive activities. It has gathered together best practice to bring a new set of materials which reflect the advances in research and developments in this area.

Learning through Health and Wellbeing ensures that children and young people develop the knowledge and understanding, skills, capabilities and attributes which they need for mental, emotional, social and physical wellbeing now and in the future.

Building Resilience provides a focus for the whole school community, promoting partnerships with families and the wider school community.

It aims to help children to function well, both at school and in life. It provides practical strategies to help them cope with the ups and downs of their everyday lives and tools they can use when they experience difficulties, frustrations and challenging times. Use of the Building Resilience materials will provide children with skills for life.

Building Resilience is made up of twelve units which are delivered over a three year period. The ten main units focus on each of ten strategies that support the development of resilience.

Languages:

At Sacred Heart, we aim for all our children to become fluent, confident readers who are passionate about reading.

Children who read regularly or are read to regularly have the opportunity to open the doors to so many different worlds! More importantly, reading will give your child the tools to become independent life-long learners.

We can achieve this together through:

- Read Write Inc. - a program to help to your child read at school
- Encouraging children to develop a love of books by reading to them daily, at home and at school
- Participating in Novel studies over the course of the school year
- Giving children access to a wide range of books at school and at home

In Primary 1 and Primary 2, we use Read Write Inc Phonics (RWI) to give your child the best possible start with their literacy. This literacy programme helps all children learn to read fluently and at speed so they can focus on developing their skills in comprehension, vocabulary and spelling.

Following on from the phonics programme in P1 and P2, We use Read Write Inc. Literacy and Language in Primary 3-7, which develops children's comprehension, writing and spoken language.

The literacy and language programme:

- Uses a unique step-by-step approach through whole class shared reading to give your children the skills to comprehend every text and the confidence to write ambitiously and accurately.
- Teaches grammar in context, with a comprehensive grammar bank to build your knowledge.
- Engages children and develops their vocabulary using drama and discussion.
- Pupils also participate in discreet grammar lessons in line with our school-wide grammar progression.

Talk for Writing (T4W) Literacy Approach



TalkforWriting™

Sacred Heart Primary implemented the 'Talk for Writing' approach to learning English this year. This will be alternated alongside our whole class 'Novel Studies'; which our children have expressed their enjoyment of. The staff have had full training in both the teaching pedagogy and application of this programme - which has been hugely successful in raising pupil engagement and achievement in the other schools. Talk for Writing was devised by the eminent author and educationalist, Pie Corbett. He believes that children make most progress when learning in a structured, active and fun way.

Talk for Writing encourages children to become actively involved with the genre they are exploring – there are no passengers on this journey! They work together to imitate key language patterns found in quality texts of different genres. Orally learning texts helps the children to 'tune in' to language patterns and phrases that can be accessed later when writing independently. By building the children's capacity to memorise texts, they are developing the skills and tools to structure their own writing as an author would for that genre.

Talk for Writing follows a stepped approach and is usually completed over a period of three weeks...

Before we start

The class teacher will ask the children to attempt a 'cold write' in the genre they are about to explore. This is to give both the teacher and the pupil a 'baseline' to compare their learning to and to help the teacher to identify specific areas of learning that should be targeted within the class, group or individual. The children are often in awe of the improvements they make when they follow the Talk for Writing process.

Step 1: Let's Imitate

It is time for everyone to get active! A text is introduced and read to the children: together the class learn to tell the story. To help the children remember the language and nuances a multi-sensory approach is used:

- A visual story map
- Actions
- Using an animated, lively expression



As the children learn the stories word for word, they develop the use of specific sentence structures and language patterns that suit the text type. The principle is that if a child can tell a story, they will be able to write a story. The story is practised regularly over the week and will be referenced throughout the block of learning. All pupils should finish the first week, confidently re-telling their story.

The children are introduced to new vocabulary and phrases which they may wish to 'magpie' for their own writing. There is no such thing as 'stealing idea'! Like magpies, when we see something shiny and exciting such as a new word or expression, we know it is good to take it back to our nest to use later.

During this first stage we also use a range of drama games, involving the input of our Drama specialist, to develop an understanding of the story. We begin to build up a 'washing line' in our classroom with posters reminding children of the learning journey so far. These act as a visual reminder of exemplary ideas that could be added to the children's own independent work.

This stage is vital to build the confidence of even the most reluctant writer and will give them the 'coat hanger' to hang their own ideas on during the later phases.

Week 2 – Let's Innovate!

Through shared and guided writing, the children write a new version of the story in manageable sections. During this week, we teach spelling and grammar in the context of the story – which are added to the class 'washing line'.



This stage is very supportive so children gain confidence and know what they need to do in order to get better. It is structured to ensure success for all but also open ended enough to allow for personal creativity.

Week 3 – Let's Invent!

In this final stage, the children use all the skills they have learnt so far to write an independent ‘hot’ piece. We call this the ‘Show what you know’ task.

There is a freedom to draw upon their own ideas, or they can ‘hug closely’ to the original shared text should they need to. Teachers use this task – comparing it to the previous ‘cold piece’ – to assess how much progress the children have made.

The children present their work by either publishing, presenting or reading out loud to peers to celebrate their successes.

Further information

Schools around the country, which have embedded the Talk for Writing approach, have been successful in raising attainment and improving progress of children’s writing. At Sacred Heart we are thoroughly enjoying teaching and learning in this style and it already is showing how our children are wonderful story-tellers.

For more information about Talk for Writing, click on the link below.

<http://www.talk4writing.co.uk/about/>

Languages:

<p><u>Listening & Talking</u></p> <p>Enjoyment and choice Tools for listening and talking Finding and using information Understanding, analysing and evaluating</p>	<p><u>Reading</u></p> <p>Enjoyment and choice Tools for reading Finding and using information Understanding, analysing and evaluating</p>
<p><u>Writing</u></p> <p>Enjoyment and choice Tools for Writing Organising and Using information Creating Texts</p>	<p><u>French</u></p> <p>French teaching and learning is supported throughout the school by Mrs Sargison. A second language is covered within a specific context, such as IDL learning, over the course of the school session.</p>

Numeracy & Mathematics:

<p><u>Number, Money and Measure</u></p> <p>Estimation and rounding Number and number processes Multiples, factors and primes Powers and roots Fractions, decimal fractions and percentages Money Time Measurement Patterns and relationships Expressions and equations</p>	<p><u>Shape, Position and Movement</u></p> <p>Properties of 2D shapes and 3D objects Angle, symmetry and transformation Position and movement</p> <p><u>Information Handling</u></p> <p>Data and analysis Ideas of chance and uncertainty</p>
<p><u>Mathematics and its impact on the world</u></p>	

Religious Education:

<u>Catholic Christianity</u>	<u>Other World Religions</u>
Mystery of God	Beliefs
In the Image of God	Values and issues
Revealed Truth of God	Practices and traditions
Son of God	
Signs of God	
Word of God	
Hours of God	
Reign of God	

We use This is Our Faith as our basic religious education programme, and prepare our children for the Sacrament of Reconciliation in P3, First Holy Communion in P4 and Confirmation in P7, supported by Father Tadeusz Majcher. Prayers are said four times a day (Morning Prayer, Grace Before Meals, Grace After Meals, Evening Prayer) and we have regular Masses and services in school and in the parish church.

Whilst we are a Roman Catholic school, and base our aims and values on the precepts of the church, we welcome the diversity and richness of culture that children of all faith backgrounds bring to our school.

Sciences:

Pupils across the school follow a three year 'cycle' framework covering all key areas of the Science curriculum to ensure appropriate breadth and depth of coverage over the course of a pupil's time at Sacred Heart. (See Science Map)

Social Studies:

Similar to the Science curriculum, pupils across the school also follow a three year cycle in Social Studies to ensure coverage of all experiences and outcomes. (See Social Studies Map)

Technologies:

To participate fully in society, today's children must be aware of technologies which are rapidly developing and changing. Information Technologies' outcomes are taught and delivered through all areas of the curriculum, e.g. use of ipad apps, P.C programs, word processing and research skills are taught using a range of

technological devices. From August 2021, Midlothian Council announced that, as part of their 'Digital Project', all children from P1-P7 will be given a personal 1:1 device to support their learning. By ensuring that all our pupils are provided with a device by the council, we are helping to achieve equality in learning and attainment. It is anticipated that young people's opportunities and skills in a range of areas including Literacy, Numeracy, Health and Wellbeing and creativity will be greatly expanded by this programme.

Design outcomes are delivered through the 'Social Studies' programmes and Art programmes.

Food Technologies is delivered through Health and Well-being growing and cooking programmes.

Home Learning

Sacred Heart has a policy on the setting of regular home learning in the Early Years and in the Upper School. While all teachers follow these policies, your child's teacher will give you an indication of the home learning expected in each individual class at the beginning of each session. Home learning must be relevant and allow children to practise skills learned in teaching time.

Science - Whole School Map

	Early	First	Second
Year 1 – 2021/2022	<p>Electricity I know how to stay safe when using electricity. I have helped to make a display to show the importance of electricity in our daily lives.</p> <p>SCN 0-09a</p>	<p>Electricity I can describe an electrical circuit as a continuous loop of conducting materials. I can combine simple components in a series circuit to make a game or model.</p> <p>SCN 1-09a</p>	<p>Electricity I have used a range of electrical components to help to make a variety of circuits for differing purposes. I can represent my circuit using symbols and describe the transfer of energy around the circuit.</p> <p>SCN 2-09a</p>
	<p>Body Systems and Cells I can identify my senses and use them to explore the world around me.</p> <p>SCN 0-12a</p>	<p>Body Systems and Cells By researching, I can describe the position and function of the skeleton and major organs of the human body and discuss what I need to do to keep them healthy.</p> <p>SCN 1-12a</p>	<p>Body Systems and Cells By investigating some body systems and potential problems which they may develop, I can make informed decisions to help me to maintain my health and wellbeing.</p> <p>SCN 2-12a</p>
	<p>I am aware of my growing body and I am learning the correct names for its different parts and how they work.</p> <p>HWB 0-47b</p>	<p>I have explored my senses and can discuss their reliability and limitations in responding to the environment.</p> <p>SCN 1-12b</p>	<p>I have explored the structure and function of sensory organs to develop my understanding of body actions in response to outside conditions.</p> <p>SCN 2-12b</p>
		<p>Properties and Uses of Substances Through exploring properties and sources of materials, I can choose appropriate materials to solve practical challenges.</p> <p>SCN 1-15a</p>	<p>Properties and Uses of Substances By contributing to investigations into familiar changes in substances to produce other substances, I can describe how their characteristics have changed.</p> <p>SCN 2-15a</p>
		<p>Properties and Uses of Substances Through creative play, I explore different materials and can share my reasoning for selecting materials for different purposes.</p> <p>SCN 0-15a</p>	<p>Chemical Changes I have collaborated in activities which safely demonstrate simple chemical reactions using everyday chemicals. I can show an appreciation of a chemical reaction as being a change in which different materials are made.</p> <p>SCN 2-19a</p>
		<p>Energy sources and Sustainability I am aware of different types of energy around me and can show their importance to everyday life and my survival.</p> <p>SCN 1-04a</p>	<p>Energy sources and Sustainability By considering examples where energy is conserved, I can identify the energy source, how it is transferred and ways of reducing wasted energy.</p> <p>SCN 2-04a</p>
			<p>Through exploring non-renewable energy sources, I can describe how they are used in Scotland today and express an informed view on the implications for their future use.</p> <p>SCN 2-04b</p>

Science - Whole School Map

	Early	First	Second
Year 2 – 2022/2023	<p>Processes of the Planet By investigating how water can change from one form to another, I can relate my findings to everyday experiences. SCN 0-05a / SCN 1-05a</p> <p>Forces Through everyday experiences and play with a variety of toys and other objects, I can recognise simple types of forces and describe their effects. SCN 0-07a</p> <p>Vibrations and Waves Through play, I have explored a variety of ways of making sounds. SCN 0-11a</p>	<p>Processes of the Planet By investigating how water can change from one form to another, I can relate my findings to everyday experiences. SCN 0-05a / SCN 1-05a</p> <p>Forces By investigating forces on toys and other objects, I can predict the effect on the shape or motion of objects. SCN 1-07a</p> <p>Vibrations and Waves I can make and test predictions about solids dissolving in water and can relate my findings to the world around me. SCN 1-16a</p>	<p>Processes of the Planet I can apply my knowledge of how water changes state to help me understand the processes involved in the water cycle in nature over time. SCN 2-05a</p> <p>Forces By investigating how friction, including air resistance, affects motion, I can suggest ways to improve efficiency in moving objects. SCN 2-07a</p> <p>Vibrations and Waves I have participated in practical activities to separate simple mixtures of substances and can relate my findings to my everyday experience. SCN 2-16a</p> <p>Light By exploring reflections, the formation of shadows and the mixing of coloured lights, I can use my knowledge of the properties of light to show how it can be used in a creative way. SCN 2-11b</p> <p>Biological Systems I know the symptoms of some common diseases caused by germs. I can explain how they are spread and discuss how some methods of preventing and treating disease benefit society. SCN 1-13a</p>

Science - Whole School Map

	Year 3 – 2023/2024	Early	First	Second
Space	I have experienced the wonder of looking at the vastness of the sky, and can recognise the sun, moon and stars and link them to daily patterns of life. SCN 0-06a	Space By safely observing and recording the sun and moon at various times, I can describe their patterns of movement and changes over time. I can relate these to the length of a day, a month and a year. SCN 1-06a	Space By observing and researching features of our solar system, I can use simple models to communicate my understanding of size, scale, time and relative motion within it. SCN 2-06a	Space By observing and researching features of our solar system, I can identify and classify examples of living things, past and present, to help me appreciate their diversity. I can relate physical and behavioural characteristics to their survival or extinction. SCN 2-01a
Biodiversity and Interdependence	I have observed living things in the environment over time and am becoming aware of how they depend on each other. SCN 0-01a	I can distinguish between living and non living things. I can sort living things into groups and explain my decisions. SCN 1-01a	I can explore examples of food chains and show an appreciation of how animals and plants depend on each other for food. SCN 1-02a	I can use my knowledge of the interactions and energy flow between plants and animals in ecosystems, food chains and webs. I have contributed to the design or conservation of a wildlife area. SCN 2-02a
Biodiversity and Interdependence	I have helped to grow plants and can name their basic parts. I can talk about how they grow and what I need to do to look after them. SCN 0-03a	I can help to design experiments to find out what plants need in order to grow and develop. I can observe and record my findings and from what I have learned I can grow healthy plants in school. SCN 1-03a	Through carrying out practical activities and investigations, I can show how plants have benefited society. SCN 2-02b	Through carrying out practical activities and investigations, I can show how plants have benefited society. SCN 2-03a
Vibrations and Waves	Through play, I have explored a variety of ways of making sounds. SCN 0-11a	By collaborating in experiments on different ways of producing sound from vibrations, I can demonstrate how to change the pitch of the sound. SCN 1-11a	Vibrations and Waves Through research on how animals communicate, I can explain how sound vibrations are carried by waves through air, water and other media. SCN 2-11a	Vibrations and Waves Through research on how animals communicate, I can explain how sound vibrations are carried by waves through air, water and other media. SCN 2-11a
Inheritance	I recognise that we have similarities and differences but are all unique. HWB 0-47a	By comparing generations of families of humans, plants and animals, I can begin to understand how characteristics are inherited. SCN 1-14a	Inheritance By investigating the lifecycles of plants and animals, I can recognise the different stages of their development. SCN 2-14a	Inheritance By exploring the characteristics offspring inherit when living things reproduce, I can distinguish between inherited and non-inherited characteristics. SCN 2-14b

Social Studies - Whole School Map

	Year 1 – 2021/2022	Early	First	Second
	I can make a personal link to the past by exploring items or images connected with important individuals or special events in my life. SOC 0-02a	By exploring places, investigating artefacts and locating them in time, I have developed an awareness of the ways we remember and preserve Scotland's history. SOC 1-02a	I can interpret historical evidence from a range of periods to help to build a picture of Scotland's heritage and my sense of chronology. SOC 2-02a	I can investigate a Scottish historical theme to discover how past events or the actions of individuals or groups have shaped Scottish society. SOC 2-03a
	I explore and appreciate the wonder of nature within different environments and have played a part in caring for the environment. SOC 0-08a	I can consider ways of looking after my school or community and can encourage others to care for their environment. SOC 1-08a	I can discuss the environmental impact of human activity and suggest ways in which we can live in a more environmentally-responsible way. SOC 2-08a	I can consider the advantages and disadvantages of a proposed land use development and discuss the impact this may have on the community. SOC 2-08b
	I am aware that different types of evidence can help me to find out about the world around me. SOC 0-15a	I understand that evidence varies in the extent to which it can be trusted and can use this in learning about current issues in society. SOC 1-15a	I can use evidence selectively to research current social, political or economic issues. SOC 2-15a	I can explain how the needs of a group in my local community are supported. SOC 2-16a
		I can contribute to a discussion of the difference between my needs and wants and those of others around me. SOC 1-16a	I can describe the main features of a democracy and discuss the rights and responsibilities of citizens in Scotland. SOC 2-17a	I can investigate the features of an election and the work of representatives at a local, national or European level to begin to develop my understanding of how democracy works. SOC 2-18a
		I have participated in decision making and have considered the different options available in order to make decisions. SOC 1-18a	I have developed an understanding of the importance of local organisations in providing for the needs of my local community. SOC 1-20a	By comparing the lifestyle and culture of citizens in another country with those of Scotland, I can discuss the similarities and differences. SOC 2-19a

Social Studies - Whole School Map

<p>Year 2 – 2022/2023</p> <p>I have explored how people lived in the past and have used imaginative play to show how their lives were different from my own and the people around me. SOC 0-04a</p>	<p>Having selected a significant individual from the past, I can contribute to a discussion on the influence of their actions, then and since. SOC 1-06a</p>	<p>I can describe and recreate the characteristics of my local environment by exploring the features of the landscape. SOC 1-07a</p>	<p>I can describe why people and events from a particular time in the past were important, placing them within a historical sequence. SOC 2-06a</p>
<p>I explore and discover the interesting features of my local environment to develop an awareness of the world around me. SOC 0-07a</p>	<p>While learning outdoors in differing weathers, I have described and recorded the weather, its effects and how it makes me feel and can relate my recordings to the seasons. SOC 0-12a</p>	<p>By using a range of instruments, I can measure and record the weather and can discuss how weather affects my life. SOC 1-12a</p>	<p>I can describe the major characteristic features of Scotland's landscape and explain how these were formed. SOC 2-07a</p>
<p>I explore and discover the interesting features of my local environment to develop an awareness of the world around me. SOC 0-07a</p>	<p>While learning outdoors in differing weathers, I have described and recorded the weather, its effects and how it makes me feel and can relate my recordings to the seasons. SOC 0-12a</p>	<p>By using a range of instruments, I can measure and record the weather and can discuss how weather affects my life. SOC 1-12a</p>	<p>I can describe the physical processes of a natural disaster and discuss its impact on people and the landscape. SOC 2-07b</p>
<p>I explore and discover where foods come from as I choose, prepare and taste different foods. HWB 0-35a</p>	<p>I have experimented with imaginative ways such as modelling and drawing, to represent the world around me, the journeys I make and the different ways I can travel. SOC 0-09a</p>	<p>I have explored the variety of foods produced in Scotland, I can discuss the importance of different types of agriculture in the production of these foods. SOC 1-09a</p>	<p>By comparing my local area with a contrasting area outwith Britain, I can investigate the main features of weather and climate, discussing the impact on living things. SOC 2-12a</p>
<p>I explore and discover where foods come from as I choose, prepare and taste different foods. HWB 0-35a</p>	<p>I have experimented with imaginative ways such as modelling and drawing, to represent the world around me, the journeys I make and the different ways I can travel. SOC 0-09a</p>	<p>I have explored the variety of foods produced in Scotland, I can discuss the importance of different types of agriculture in the production of these foods. SOC 1-09a</p>	<p>By comparing my local area with a contrasting area outwith Britain, I can investigate the main features of weather and climate, discussing the impact on living things. SOC 2-12a</p>
<p>In real-life settings and imaginary play, I explore how local shops and services provide us with what we need in our daily lives. SOC 0-20a</p>	<p>I can work out the amount of money I need to buy items, understanding that I may not always be able to afford the items I want. SOC 1-21a</p>	<p>I can identify essential goods and services, discuss the different ways to pay for them, considering the benefits and risks of each method. SOC 2-21a</p>	<p>I can identify essential goods and services, discuss the different ways to pay for them, considering the benefits and risks of each method. SOC 2-21a</p>
<p>In real-life settings and imaginary play, I explore how local shops and services provide us with what we need in our daily lives. SOC 0-20a</p>	<p>I have experienced the different jobs involved in running a business enterprise and understand the role each one plays in its success. SOC 1-22a</p>	<p>I have experienced the different jobs involved in running a business enterprise and understand the role each one plays in its success. SOC 1-22a</p>	<p>By experiencing the setting up and running of a business, I can collaborate in making choices relating to the different roles and responsibilities and have evaluated its success. SOC 2-22a</p>

Social Studies – Whole School Map

<p>Year 3 – 2023/2024</p> <p>I am aware that different types of evidence can help me to find out about the past. SOC 0-01a</p> <p>I am aware that different types of evidence can help me to find out about the world around me. SOC 0-15a</p>	<p>I understand that evidence varies in the extent to which it can be trusted and can use this in learning about the past. SOC 1-01a</p> <p>I can use evidence to recreate the story of a place or individual of local historical interest. SOC 1-03a</p>	<p>I can compare aspects of people's daily lives in the past with my own by using historical evidence or the experience of recreating an historical setting. SOC 1-04a</p>	<p>I have experimented with imaginative ways such as modelling and drawing, to represent the world around me, the journeys I make and the different ways I can travel. SOC 0-09a</p>	<p>In real-life settings and imaginary play, I explore how local shops and services provide us with what we need in our daily lives. SOC 0-20a</p>	<p>I can use primary and secondary sources selectively to research events in the past. SOC 2-01a</p> <p>I can compare and contrast a society in the past with my own and contribute to a discussion of the similarities and differences. SOC 2-04a</p>	<p>I can discuss why people and events from a particular time in the past were important, placing them within a historical sequence. SOC 2-06a</p>	<p>Having explored the ways journeys can be made, I can consider the advantages and disadvantages of different forms of transport, discussing their impact on the environment. SOC 2-09a</p>	<p>Having explored my local area, I can present information on different places to live, work and relax and interesting places to visit. SOC 2-10a</p>	<p>Having explored the landscape of my local area, I can describe the various ways in which land has been used. SOC 1-11a</p>	<p>By exploring a natural environment different from my own, I can discover how the physical features influence the variety of living things. SOC 1-13b</p>	<p>Through activities in my local area, I have developed my mental map and sense of place. I can create and use maps of the area. SOC 1-14a</p>	<p>I understand that evidence varies in the extent to which it can be trusted and can use this in learning about current issues in society. SOC 1-15a</p>	<p>To extend my mental map and sense of place, I can interpret information from different types of maps and am beginning to locate key features within Scotland, UK, Europe or the wider world. SOC 2-14a</p>	<p>I can use evidence selectively to research current social, political or economic issues. SOC 2-15a</p>	<p>I can explain how the needs of a group in my local community are supported. SOC 2-16a</p>	<p>I can gather and use information about forms of discrimination against people in societies and consider the impact this has on people's lives. SOC 2-16b</p>
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Extra Curricular Activities

Sacred Heart offers pupils the opportunity to play a variety of sports and activities both during and outwith the school day. These include:

• Swimming	• Skiing
• Rugby	• Basketball
• Badminton	• Hockey
• Football	• Cricket

There are various after-school clubs offered through the Active Schools programme throughout the year. The clubs offered vary from year to year.



Please contact the school office if you would like some more information on this.

The school also offers after-school activities and lunchtime activities at various points throughout the academic year (dependent on staff and parent helpers). An example of some clubs that have been run in the past are:

• Art Club	• Gardening Club
• Tennis Club	• Football Club
• Singing Club	• Reading Club
• Film Club	• Book Club

Residential

Our residential policy states that:

- The staff at Sacred Heart Primary are committed to giving their pupils the widest experiences possible, within the bounds of maximum safety and security.
- Staff will follow the guidelines set out in 'Health and Safety on Educational Excursions, A Good Practice Guide', SEED (Edinburgh, 2004) for every outing.
- Parents and carers will be consulted and involved in the planning and execution of any visit.
- Children's physical, emotional and behavioural needs will be taken into account and support will be given so that all children can be involved, wherever possible.
- Staff will participate in residential visits on a voluntary basis.
- We will introduce the idea of going out of school as a group from Nursery and our Nursery and P1 learners will go on a range of day trips over the course of the school session.
- P2 will attend a day trip to Bonaly Residential Centre or similar alternative where necessary.
- From P3 onwards, pupils will have the opportunity to participate in overnight residential in various locations.
- P7 will have a residential opportunity at the beginning of P7 and will also have the opportunity to attend a Cluster Residential for those going together to high school during the months of May and June.
- All visits will be evaluated and the children's reactions and Next Steps noted.

Assessment of Pupil Progress

The school uses three ways to assess how children are progressing:

- Summative assessment assesses learning by tests, assessments, tick sheets, multiple choice questions, end of project questions, etc. The school also uses Standardised Assessments to measure attainment in mathematics, spelling and reading. While children learn at their own pace, general guidelines state that the majority of children should be working through the Early Level in Nursery & P1, the First Level in P2, P3 & P4 and the Second Level in P5, P6 & P7.
- Formative assessment is assessment through learning. Staff ensure that children understand what they are learning and why. Lessons are reviewed to ensure that criteria are met. The children are trained to assess their own progress as they are learning and set personal targets along with their teachers;
- Diagnostic assessment is used to assess what a pupil knows and identify their next steps. These can often take place at the beginning of a series of lessons to support planning and at the end of the same series of lessons to show progress.
- Where teachers identify that a pupil may need some additional support, Miss Learmonth, our Support for Learning teacher, will complete a series of additional assessments and develop a 'Targeted Learning Profile'. Miss Learmonth will liaise regularly with class teachers and will meet with parents periodically to discuss progress and next steps of a pupil with a Targeted Learning Profile.

Reporting & Celebration

Sacred Heart hosts a 'Meet the Teacher' event in September where parents will be given information on what the children will be learning throughout the year. Pupils' progress and next steps will be shared regularly on our reporting platform, Seesaw, which will give parents a snapshot of the learning their child is doing at school and provide excellent opportunities to discuss learning at home. A report on the pupil's general success as a learner over the course of the year will also be issued in June in addition to the information provided on Seesaw.

The school offers two formal opportunities for parents and carers to speak about their child's progress with the teaching staff during Parents Evening. 'Share the Learning' events are held throughout the session to celebrate the school's achievements, to show work and to offer parents and carers an opportunity to take part in workshops.



Miss Chidgey and the staff are happy to discuss your child's progress at any time!

Meeting Learners' Needs

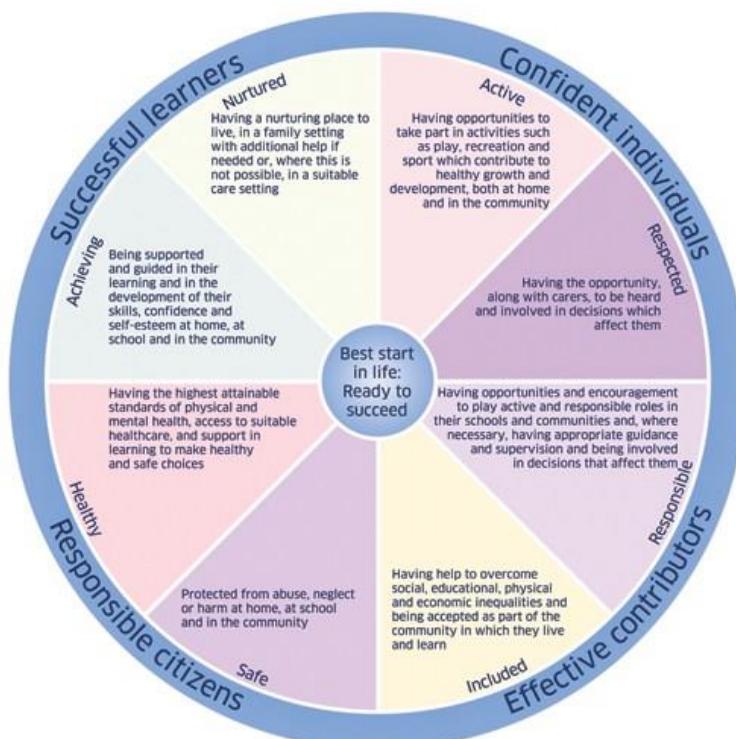
Within the school, the support system for children consists of the Head Teacher, Depute Head Teacher, Principal Teacher, Class Teacher, Support for Learning (SfL) and Support Staff and partner agencies. The principle behind this is that all pupils should receive appropriate levels of support from one or all of the systems available to them.

All school staff and partner agencies in partnership with parents/carer have an important role to play in a whole-school approach to teaching and learning of all children with a particular emphasis on those children with additional needs of short or long term nature.

A multi-agency approach is employed to support young people and their families where necessary. Regular internal reviews (with appropriate agencies) and annual multi agency reviews take place to reflect, inform and update on the young person's progress and daily support. This takes place in liaison with school staff to ensure that appropriate levels and working strategies are in place.

Individual Education Plans are written and reviewed with the child and parents/carers regularly. At the annual review parents/carers and the pupil are given a stakeholder's questionnaire to complete. The Class teacher and SfL teacher work in partnership with parents/carers who are kept informed of the child's progress at every stage.

At Sacred Heart Primary we take great pride in our approach to inclusion and value all children. We ensure we provide the highest possible learning experience for all children.



School Improvement Plan

School Improvement Priorities for 2021/2022 are:

- Raise attainment in literacy
- Raise attainment in numeracy
- Develop digital technologies across the school
- Develop a ‘nurturing school’

Copies of our School Improvement Plan are available on request or on our school website.

A Midlothian Learner

Schools across Midlothian are working to develop the qualities and attributes we feel all learners should have. Pupils engage with the poster below to support them on their journey towards becoming a Midlothian learner:

1 COLLABORATES
★ can learn with and from others

2 TALKS ABOUT THEIR LEARNING
★ knows where they are in their learning and what their next steps are

3 KNOWS HOW TO LEARN
★ builds knowledge
★ links knowledge to new learning
★ makes connections between different areas of learning

4 ASPIRES TO CHALLENGE
★ exceeds expectations of themselves
★ aims high

5 USES LEARNER QUALITIES
★ is resilient
★ understands and applies effective learning habits
★ Learning is rewarding

6 IS RESPONSIBLE FOR THEIR OWN LEARNING
★ can work independently to achieve goals

7 BELIEVES THAT EFFORT WILL LEAD TO SUCCESS
★ growth mindset
★ mistakes are good!
★ knows what to do when you don't know what to do

The Learning Pit illustration shows two children at the bottom of a pit, with one thinking and the other looking up, labeled 'EUREKA!'. A small flower grows near the base of the pit.

Midlothian ... A great place to grow... A great place to learn

@middeps @mideducationteam

School Uniform

“School uniforms send out a strong signal that a school is firmly committed to developing a positive ethos. A school with a positive ethos will encourage achievement, celebrate successes, have high expectations of every child, have lower exclusion rates and fewer discipline problems.” Jack McConnell, First Minister, 2001

Sacred Heart Primary strongly encourages the wearing of uniform in school. The uniform consists of a maroon sweatshirt, over a maroon polo-shirt for Primary 1 and 2. A white shirt and school tie under a v-necked maroon sweatshirt for P3-7. Grey or black trousers or skirt may be worn. We discourage the wearing of expensive clothing which may get dirty or torn. The school has a limited stock of sweatshirts, polo-shirts and fleeces which have the school logo embroidered on them. Uniform orders can be placed at any point during the academic year, with the main bulk of ordering being placed towards the end of the session in time for the new school year. The Office of Fair Trading requires the school to remind parents that maroon sweatshirts, fleeces and polo-shirts may be bought at high street stores at more competitive prices than the school can offer.

Gym Kit

Children will have Physical Education at least twice a week and will be asked by their class teacher to bring in black shorts or joggers, white t-shirts and black gym shoes.

Embroidered school white t-shirts can be ordered from the uniform supplier.

Clothing Financial Assistance

If you would benefit from help with clothes or shoes:

“The Authority operates a scheme of clothing grants to assist parents in ensuring that a pupil is sufficiently and suitably clad to take full advantage of the education provided. Families in receipt of Income-based Job Seekers allowance, on Income Support or Child Tax Credit but not Working Tax Credit (subject to a maximum annual income), both maximum Child Tax Credit and maximum Working Tax Credit (subject to a maximum annual income) or support under Part VI or the Immigration and Asylum Act 1999 will automatically qualify for such a scheme. Other cases will be determined according to the personal circumstances of the family. Parents who wish to apply for the scheme should complete an application form which is available from this school or the Education and Children’s Services Division, Fairfield House, 8 Lothian Road, Dalkeith EH22 3ZG.”

Behaviour

At Sacred Heart Primary we have high expectations of all of our learners. We are committed to ensuring our school is a safe place for all our learners to learn and grow where everyone feels valued and respected. We are very proud of our children and the way they conduct themselves, particularly when out and about representing the school.

We recognise positive behaviours and children going 'Over and Above' on our 'Tree of Recognition'.

Pupils whose names are added to the Tree of Recognition will have the opportunity to participate in a 'golden opportunity' with a member of the management team at different periods throughout the year.

Our behaviour policy was created in collaboration with our pupils, parents and the wider community and is outlined below.

Restorative Conversations

We use a restorative approach to managing behaviour incidents using the following questions to guide the conversation:

- What happened?
- What were you thinking?
- How did this make people feel?
- Who else has been affected?
- What should we do to put things right?
- How can we do things differently in the future?



Sacred Heart Primary School Behaviour Policy



Aims

The aim of our school's behaviour policy is for all members of the school community to feel valued and respected, and that each person is treated fairly and with respect.

This behaviour policy has been created in collaboration with staff, parents, pupils and wider partners. It aims to promote an environment in which everyone feels happy, safe, secure and respected, with an overall focus on Restorative Practice.

Effective Restorative Practices help to foster awareness of how others have been affected by inappropriate behaviour. This is done by actively engaging learners in reflection and a conversation which requires the wrongdoer to accept responsibility for their actions and identify a way to put things right, including reassuring the other party that it won't happen again.

Being restorative is about:

Showing respect – everyone is important

Taking responsibility – owning up.

Reparation – putting things right.

Re-integration – starting again.

The school recognises and promotes good behaviour, as it believes that this will develop an ethos of kindness, cooperation and respect, which is in line with the Gospel values.

School Rules

The school has three rules: that all pupils are 'Ready, Respectful and Safe'. These are used across all stages and are referred to regularly in assemblies and during the school day.



Promoting Positive Behaviour

At Sacred Heart, we praise and reward children for good behaviour in a variety of ways:

- Class 'Recognition Boards' with regularly updated targets
- Whole-school 'Tree of Recognition', which celebrates learners who have gone 'over and above' by having their name/action written on a love heart and attached to the tree during assemblies

- Personalised events to ‘notice the unnoticed’, such as hot chocolate with the head teacher
- Achievement floorbooks
- Phonecalls home to parents/carers to share positive behaviour stories and achievements
- Seesaw
- Assemblies

If a learner is displaying negative behaviours, the following steps are taken:

- Reminder
- First Warning
- Second Warning
- Time out in class or by sharing the care (as appropriate)
- Restorative conversation

Certain behaviours will result in a learner being sent immediately to the Head Teacher or Depute Head Teacher and a phonecall will be made to parents/carers:

- physical violence or threatening behaviour
- swearing intentionally to cause offence
- racist, sexist or homophobic remarks
- bullying
- repeated disobedience
- continued inappropriate behaviour after returning from Time Out

Playtime & Lunchtime

Learners are expected to follow the school’s three rules inside and outside of the classroom.

All incidents that happen during playtime and lunchtime are recorded and monitored regularly. A Learning Assistant will deal with such incidents when they first happen, and the class teacher will be informed where appropriate.

If a pattern of negative behaviour is identified, the Head Teacher or Depute Head Teacher will speak with the learner(s) involved and contact parents/carers where appropriate.

At Sacred Heart, we set high expectations for behaviour. If we feel a learner is not meeting these high expectations, we will work on an individualised basis with that learner and their parents or carers to support them to develop the skills that they need to do so.



If you have any concern about what is happening in school or if your child is worried or upset please phone or come into school immediately. The happiness and welfare of your child is paramount.

Attendance

All children at Sacred Heart Primary are encouraged to come to school punctually every day, unless they are unwell, so that they can make good relationships and fulfil their potential.

If your child is absent from class, the teacher will send the class register to the office, as soon as the register is taken, to ask the admin staff to check that he or she is safe.

Written confirmation, in the form of letter, email or text message, must be provided by parents to support records of any absence.

Please note that the headteacher is unable to authorise any holiday that is taken within school term-time, except in quite exceptional circumstances. We have twelve weeks of holidays and parents are strongly urged to use this time for taking their children away. Inexpensive flights or packages are not sufficient reason for children missing out on their education.

The school closely monitors absence and punctuality of our learners. Letters are issued to parents when attendance rates fall below 90% and if a child is repeatedly late for school. Persistent absence is referred to the Team around the Child (TATC) team.

Midlothian Council states that: "Parents are responsible for ensuring that their child attends school regularly."



If your child is unable to come to school, please inform the school office by telephoning the school office as soon as possible after 8.30am or by emailing sacredheart_ps@midlothian.gov.uk, advising of the reason your child cannot attend. Written confirmation must always be provided to support records of any absence.

School Meals

School lunches are served Monday to Thursday and cost £2.10 per day. Children in P1, P2 & P3 have received free school meals since January 2015.

In June 2021, The Scottish Government and local authority partners reached agreement to introduce universal free school lunches for primary 4 and 5 children also, as well as targeted support during school holidays for all eligible primary and secondary children and young people.

The £28 million commitment will deliver free school lunches during term time for P4 children by August 2021 and to P5 children by January 2022. It is thought that pupils in P6 and P7 will also eventually receive free school meals but the timeline for this has not yet been revealed.

All meals are prepped in our cooking kitchen, onsite at Sacred Heart Primary School and are prepared and served in line with Midlothian Council's school lunch menu. Our experienced kitchen staff work together to prepare and serve these meals for our learners. We do not operate a café system but offer entire meals.



Please note that due to the COVID-19 pandemic, P5-7 children eat their lunches in and are required to bring a packed lunch.

We are committed to ensuring that the children have healthy meals and snacks each day.

We provide a snack tuck shop on a daily basis, which consists of healthy snacks such as vegetable sticks, rice cakes, bread sticks and fruit. One item costs 20p. Pupils are welcome to bring £1 on a Monday and have 'credit' for the duration of the week if they wish.

Please note that due to the COVID-19 pandemic, our tuck shop is currently unavailable, however all children have access to free fruit each day.

Lunch money is paid in advance using 'ParentPay', an online payment system, which you will be invited to join.

The kitchen can also offer packed lunches for children going on school outings and trips

Own Packed Lunch

We ask that parents who provide their child with their own packed lunch, ensure only healthy contents are included and that children take away their lunch waste to limit the amount of refuse we are putting out and to encourage recycling. We do not permit nuts or nut-based products on the school premises due to severe nut allergies.

Free School Meals – Financial Assistance

If you need help in paying for school meals:

"Under the Education Committee's policy, children in attendance at school under the management of the authority are entitled to free school meals if their parents are in receipt of Income Support or Income-based Jobseeker's Allowance and Child Tax Credit but not Working Tax Credit (subject to a maximum annual income), both maximum Child Tax Credit and maximum Working Tax Credit (subject to a maximum annual income) or support under Part VI of the Immigration Asylum Act 1999. Children attending certain special schools where eating skills and the midday meal are part of the educational programme also receive free meals. No other children are eligible for free meals. Further information and an application form can be obtained from the school or from the "Free Meals and Free Clothing Section. Education and Children's Services Division, Fairfield House, 8 Lothian Road, Dalkeith, EH22 3ZG"

Health and Safety



Midlothian Council states that:

"The Education Division has prepared policy statements on Health and Safety for all areas of its responsibility in accordance with the Health and Safety at Work Act 1974.

School staff are fully instructed in their responsibilities in this respect, and safety regulations apply to all aspects of school life, both on and off the premises. It is expected that pupils will behave responsibly and comply with all safety requirements. The support of parents in promoting good practice in health and safety matters is of great importance to the school."

To ensure the health and safety of all staff and children at Sacred Heart, we ensure:

- Access to the school is secured and monitored during the school day
- All doors to the school are kept locked while there are children in the building
- Risk assessments for every trip and outing
- Annual risk assessments regarding the building and grounds of the school
- Four fire drills every year
- Every member of staff has an Emergency Aid certificate
- Key members of staff have minibus licenses
- Every member of staff is trained in Child Protection procedures
- Safety and electrical equipment are checked every year



Please ensure you enter and leave the school playground by one of the main exits. If you are late and the school gates are closed after the start of school, bring your child to the main entrance to be welcomed in.

Medical Care

Medication

If your child requires medication during the school day, please ask for a form to complete to permit our staff to administer it accordingly. Only medication which has previously been given at home can be administered in school. Please request our 'Administration of Medication' Policy if you require further information.

Allergies/Intolerances/Medical Conditions

Please inform us upon enrolment of any specific medical needs. If your child develops a medical condition during their time at Sacred Heart, please communicate this to the school office immediately.

Action flowcharts and care plans are completed each year and sent home on a termly basis for review. This ensures appropriate and consistent care is provided for that child.

Illness

If your child is unwell at school then the admin staff will contact you and ask for you to arrange for him or her to be collected.



The school logs:

- all medication taken
- all bumps, particularly to the head when a letter is sent home or phone call made if appropriate
- every instance of a child being unwell at school

School Health Service

From Midlothian Council: *The School Health Service*

Throughout their time at school, a team of specialist Health Service and Education staff will be seeing children as part of a planned programme to make sure that they benefit as much as possible from all that school has to offer, and to help prepare them for life after leaving school. The school health service is part of Midlothian's Community Child Health Service and has direct links with those who carry out health checks on children before they start school.

Many different services are provided. The issue of maintaining confidentiality is taken seriously by the School Health team at all times. The staff involved make every effort

to work closely with parents and with others who are caring for your child, both at school and in other branches of the Health Service.

Some of the services, e.g. testing of vision in Primary 1; dental checks in Primary 7, are normally provided to all children on a routine basis to discover which children may need further tests or treatment.

Parents are not necessarily notified at the time of these screening tests and any parent who does not want a child to be included should notify the school at the beginning of the session. Naturally, if treatment is thought to be required, parents will be informed and consent requested. If you have any concerns about your child's vision please contact the school nurse who will arrange to test vision or alternatively you can take your child to a local optician (optometrist).

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

The **school nurse** is the lead professional in mainstream schools in Midlothian. School nurses are involved with health promotion and education, prevention of ill health, immunisation, health surveillance and screening. The school nurse may be helped by a **health assistant** and have close working links with **Community Paediatricians**.

The School Nurse

- The school nurse acts as an important link between home and school. They visit the school regularly and liaise with the teaching staff. Where a teacher is concerned about a child's health or development, a referral may be made to the school health team only after obtaining parental permission. Separate referrals to child and family mental health services also needs parental permission. The school nurse can link with other members of the health team, in the community or in hospital, concerned with a child's health. The health team also work closely with colleagues from other children's services.
- The school nurse reviews the notes of all children in Primary 1 as well as those of all new entrants. A member of the school health team measures their growth and tests vision. The school nurse will assess these measurements and results. In addition, they review all children who are referred either by parents, teachers or other health professionals at any stage in their school life.

Every opportunity is taken to provide pupils with access to confidential support and advice from the school health team throughout their school career.

Parents are also asked to complete a health questionnaire about their child at Primary 1. Any specific conditions can be raised at that point.

With your consent, the school nursing staff also carry out immunisations to protect against various diseases. The Influenza Vaccination programme is offered at the start of the winter each year for children; parents have the option to opt in or out.

Hearing Services

If you have concerns about your child's hearing the school can refer him or her to the appropriate specialist directly.

The speech and language therapist can provide assessment and, if necessary, support if you, a teacher, your GP or the school doctor feels that your child may need help with communication. Appointments are normally arranged at the local Speech and Language Therapy clinic with follow-up at school if required. Speech and Language Therapists work closely with school staff and support is often provided as part of a Learning Support programme.

Dental Services

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

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

Child Protection

The staff of Sacred Heart Primary want to ensure your child is protected from harm and abuse. All staff are appropriately trained in Child Protection procedures and if they have concerns about a learner, they fully understand the steps they must follow to report this concern.

"In circumstances where a school has a significant concern that a child or young person has, or is at risk of being harmed or abused, the school is required to pass information to the Police, Social Work Department and Health colleagues who have a legal duty to investigate further. While we always endeavour to work in an open manner with parents and guardians, there are some circumstances when it may not be appropriate to inform the parent or guardian that a Child Protection referral has been made or that information has been passed on to these agencies. Under these circumstances, the decision as to when and how parents and guardians will be informed is the responsibility of the Police, Social Work and Health Services as part of their investigation and the school will be informed by these services of the action that they have taken."

Should you wish to discuss this or any associated matter further, please contact the Head Teacher, the school's designated Child Protection Co-ordinator or the Education Officer, Pupil Support Services."

Transport

Midlothian Council states:

“The Authority currently pays the travelling expenses of those pupils attending the district school who live more than two miles (if under 8 years old) or three miles (if over 8 years old) from that school.”

Bus passes are issued where public transport exists and contract transport is arranged where there is no suitable public transport. Where there are vacant seats on contract buses, these may be made available to pupils who are attending the district school and who are not normally entitled to free transport; however a charge may be made for this service.

Transport costs are also met in the case of any pupil whom the Authority requires to attend a school other than the district school, if the pupil meets the distance qualification. Where appropriate, free travel is provided for pupils receiving special education.

Consideration may also be given to requests for assistance with travel in exceptional circumstances, e.g. where the road between home and school is deemed dangerous by the Authority, and where there is no public transport available.

Parents who choose to send their children to a school other than the district school will not receive assistance in relation to travel to and from school.”

Out of School Care

Out of School Childcare services (also called After School Clubs) in the area are:

- YMCA (<http://www.penicuikymca-ywca.org.uk/>) or 01968 674851
- School's Out (<https://schoolsoutpenicuik.com/>) or 07575857585

For further information on Childcare (including After School Clubs, Childminders, Wrap Around Care, Day Nurseries and Playgroups) and pre-school education in your area, contact the Midlothian Childcare Information Service on 0131 271 3754, email childcare@midlothian.gov.uk or visit www.scottishchildcare.gov.uk

Parental Involvement

Sacred Heart Primary has a lively, active Parent Council, which we call our Parent Partnership, which supports the school and organises events and fund-raisers.

From www.parentzonescotland.gov.uk:

Changes have been made to the law to help parents and schools work together as partners in children's learning. The Scottish Parliament has passed the Scottish Schools (Parental Involvement) Act 2006 to encourage and support more parents to become involved.

Because parents have such a vital role to play in their children's education, the Act aims to make it easier for parents to become involved in their own child's education and in their child's school more generally.

Many authorities and schools are already working very hard to involve parents, but the Act makes this a priority for every authority and every school.

Your school's new Parent Partnership will be very parent-friendly – it's a great opportunity to become more involved!

The role of the Parent Partnership will be to:

- support the school in its work with pupils
- represent the views of all parents
- encourage links between the school, parents, pupils, pre-school groups and the wider community
- report back to the Parent Forum.

Your school's new Parent Partnership has been recognised in law since August 2007, so it will have a loud voice. The school and the local authority must listen to what your Parent Partnership says and give it a proper response. Every school's Parent Partnership will be different because it will be parents in each school who decide such things as:

- how their Council/Partnership will be set up
- what it should be called
- what size it should be – e.g. in a very small primary school, all parents could be involved
- who should be a member of the Parent Partnership
- how they should be appointed
- what's the most convenient time to hold meeting
- what will be discussed at meetings – these might be topics such as school

- uniform, parking near the school, the school's anti-bullying policy, etc.

Education authorities are to let the Parent Forum of each school (i.e. all parents) know about the plans to form a Parent Partnership in the school and will ask for views. The Parent Forum can decide what the Council will be called, its functions and its constitution. Copies of the 'Parents as Partners in their Children's Learning Toolkit' have been sent to all schools and contains a step-by-step guide on setting up a Parent Partnership.

Generally, members of the Parent Partnership must be parents of children who attend the school and the chairperson must have a child in the school. However, the Parent Partnership can decide to co-opt other members from teachers and the community who will have knowledge and skills to help them.

In denominational schools, the Parent Partnership must invite the relevant church or denominational body to nominate a representative to be a co-opted member. In very small schools all the parents may be part of the Parent Partnership. The Parent Forum will decide how members are to be selected.

The detail of what a Parent Partnership does will be decided by parents, but the Act lays down certain functions which can be summarised as 4 broad areas:

- supporting the school in its work with pupils
- representing the views of parents
- promoting contact between the school, parents, pupils, providers of nursery education and the community
- reporting to the Parent Forum.

The Parent Partnership will also have a role in the appointment of headteachers and depute headteachers.

Further information can be found at <https://education.gov.scot/parentzone/>

Parents are also invited in to school on a monthly basis to a 'Chill and Chat' session with the Headteacher and Depute Head Teacher. This is an open invitation to all families and we encourage all parents and carers to come.

Please note that due to the COVID-19 pandemic, these sessions have been virtual using Microsoft Teams; we will update you when this changes.

Emergency Arrangements



In the event of an emergency or unplanned closure, the school will keep your child until you can be contacted so that you can arrange to have him or her collected.

Should the school suffer a power failure or be unable to open in the morning due to severe weather, then an announcement will be broadcast on local and Scottish radio and television, the Midlothian website, www.midlothian.gov.uk, and school twitter, @sacredheart_ps

The school will sometimes ask you to pass the information to other parents so that we can ensure that all families get to know what is happening quickly and are able to make suitable arrangements for their children to be cared for.

Employment of Children

Employment of Children

“Children under the statutory school leaving age can only be employed within the terms of the Council’s bye-laws on the part-time Employment of Children. These bye-laws do not permit the employment of children under 14 years of age, except in specific categories; for those over that age there are limits on the hours and type of employment which are allowed. Parents and employers must both complete an application form for an employment permit before the employment begins.”

Further details can be obtained from the Education Division, Fairfield House, Lothian Road, Dalkeith EH22 3ZG.”



Please ensure that all your contact details are up to date, particularly mobile numbers and email addresses.

Contact with Parents and Carers

Sacred Heart Primary School is proud to work in partnership with parents and carers.

We hold a 'Meet the Teacher' event in September to advise what the children will be learning throughout the year and to give you an opportunity to talk to your child's new teacher.



We give individual ten minute appointments for parents to discuss their child's progress in October and March as part of our Consultation Evenings (with your child). There is usually a Book Fair and some displays for you to look at. Sometimes there may be a questionnaire to complete or we may consult with you on possible improvements for our school.



If your child is going to receive the Sacraments of Reconciliation, First Holy Communion and Confirmation, meetings are organised with the teacher and with Father Tadeusz.



If there is a new teaching tool or a new resource we are using we may invite you in to tell you more about it.

We will ask you to come along to all of our Masses, shows and assemblies and share the learning events.

Please note that due to the COVID-19 pandemic, parents are not permitted in the school. We will advise you when guidance changes and we can welcome you through our doors once more.



If you have time, we would love you to come and volunteer with one of our classes or in the garden. Please speak to the admin staff for information on PVG certification, so that you are permitted to work with individual children.

Please note that due to the COVID-19 pandemic, parents are not permitted in the school. We will advise you when guidance changes and we can welcome you through our doors once more.

**GET!
INVOLVED!**

Contact with the Community

We are privileged to be part of Sacred Heart Parish and have regular Masses and services with them. They are welcome in our school at all times.



We are involved in fund raising for charity. Each year we learn about and raise money for a number of charities by holding various events in school e.g. our Macmillan Coffee Morning, Comic Relief, Sports Relief, SCIAF, Children in Need.



Our children entertain the Senior Citizens of Penicuik in various ways such as by singing, dancing and reading for them.



We work with our community to find out about local history.



Concerns and Complaints

“The Education Committee has approved the following statement of principles and procedures:

Parents and the School

Parents and schools separately can do a great deal to assist children’s educational development; together, they can achieve even more.

We will keep you informed of your child’s progress and we will deal confidentially with any information which will help us in planning her/his education.

We will keep you informed of our policies and procedures and will consult you whenever a significant change is contemplated.

We rely on your support and we welcome your comments on the school.

If you are concerned about...

...a particular aspect of our work, please arrange an appointment to discuss the matter with the Headteacher in the first instance. Where appropriate, the Head Teacher may nominate another senior member of staff to act on her/his behalf.

The Headteacher will listen carefully to what you have to say, establishing clearly the issue(s) of concern and, if appropriate, providing you with any relevant information.

In some cases, your concerns can be dealt with immediately; other matters may require more extended investigation. In any event, the Head Teacher will notify you, normally within five working days, of the school’s response.

It is anticipated that, in most cases, the above steps will result in a satisfactory solution for all concerned.

If you are dissatisfied with the school’s response...

...please notify the Head Teacher that you wish to pursue the matter further.

He/she will either review the proposed action or notify you of the appropriate officer of the Education Authority whom you should contact.

Contact the named officer by telephone or by letter at Education Division headquarters.

The officer will investigate the matter and endeavour to resolve any difficulties.

He/she will report the outcome to you, normally within five working days of being contacted.

Nearly all matters of concerns are resolved through the above procedures. If you remain dissatisfied, please contact again the officer involved at stage 2; he/she will review the situation and/or indicate what other avenues are open to you. In all cases, final appeal can be sought through the Chief Executive’s office.