

Tynewater Primary School

a thinking, caring, learning community

A to Z of Information for Parents / Carers

14/10/2021



Our School Aims

We believe that each of us can confidently:

- Be ambitious, imaginative and creative
- Make healthy choices to take care of ourselves, others, and our environment
- Seek new challenges to learn together to achieve our goals
- Explore, be involved in, and build up our community

Modelling attitudes and behaviour; thinking before we do say or write something: t-h-i-n-k

Is it true?

Is it helpful?

Is it inspiring? (build up?)

Is it needed?

Is it kind?

If not, do not do, say or write it, including using social media!

We want everyone to achieve:

ambitious

Caring

healthy

inclusive

environmentally friendly

Volunteering help

exploring

Tynewater Primary School

32 Crichton Road, PATHHEAD
Midlothian EH37 5RA

Head Teacher: Douglas Lawson
MAHons, MDes(RCA), PGCE

School Office: telephone 0131 271 4710

email: tynewater.ps@midlothian.gov.uk

website: <http://tynewater.mgfl.net/>

Mrs Louise Munro Administrative Assistant	08.15 to 16.00	Monday
	11.15 to 16.00	Tuesday
	08.15 to 16.00	Wednesday
	11.15 to 16.00	Thursday
	08.15 to 13.00	Friday
Mrs Teresa Anderson Office Assistant	08.30 to 11.30	Monday to Friday inclusive

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Information A to Z

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Recycling

Relationships, Sexual
Health and Parenthood

Reporting Progress

Residential Learning

Rights Respecting School	Transition from Early Learning to Primary 1
Safety	Useful Contacts
School website	Visiting your child's Class
Seesaw Online Portfolios	Voluntary help from parents, grandparents, and members of our community
School Improvement Plan	Wellbeing
Skiing Instruction	Youth Clubs
Skills for life, learning and work	
Sports	
Standards & Quality Report	
Swimming: P4 pupils	
Sun cream / sunblock	

Place

Creating a place / environment
that says to people,
“You are important.”

Feelings

Helping people to think clearly.

Working hard

Making the best use of our time
and other people’s time
to avoid stress or urgency.

Equality

Treating each other as
thinking-equals.
Giving people equal opportunities.

High expectations

Avoiding jumping to conclusions
and making assumptions that limit
people’s experience and learning.

**A thinking, caring,
learning community:
a nurturing School,
realising each child’s
ambition**

Giving Attention

Listening with
genuine respect and interest.

Appreciating

Practising a very high ratio of genuine
praise relative to other learning points.

Encouraging

Building up *everyone’s* self-esteem
through genuine praise and recognition.

**Thinking first before doing, saying or
writing anything. Is it:
true / helpful / inspiring / needed / kind.**

Diversity

Respecting each other and
each other’s differences.

Head Teacher's Introduction on behalf of our whole-school Staff Team

We trust that everyone will embrace and strive to live out our School Ethos and Aims to help all our pupils be the most capable learners they possibly can be.

We look forward to working with you each day to support your child(-ren)'s learning and development as much as possible in our safe, comfortable and stimulating learning environments indoors and outdoors, and learning beyond our school environment.

At Tynewater Primary School we help children to learn and develop from three years old to twelve years old and beyond; we cannot do this without your support. We want to get to know you even before you apply for your child's nursery place on their second birthday. Ms Davie (our Senior Early Years Practitioner) runs a 60-minutes session each week for parents/carers and their two year old child(-ren) – sometimes younger. Please speak with Ms Davie or enquire at our School Office.

We are a *Rights' Respecting School* and recognize that all rights inevitably involve individual and collective responsibilities and actions.

Our efforts as an *Eco School* to promote sustainable living involve everyone.

What kind of school do we want Tynewater Primary School to be? What kind of school do we want Tynewater Primary School to be known as, or for? Our school, Tynewater Primary School, is what each one of us makes it to be.

Children model themselves on those around them – staff, parents / carers, people in our community, and other children. A simple fundamental of our school life is ***to think before we speak or do anything – including social media***, asking ourselves:

“Is it . . .

true? helpful? inspiring? (building up?) needed? kind?
t-h-i-n-k

Everyone has much to contribute to give the children of Tynewater Primary School the best possible learning opportunities, as they journey through their learning from 2 years old to 12 years old and beyond.

Please speak with me or a member of staff, if you have any concerns, questions, feedback or suggestions, or simply need to talk through something. If you have an idea, we are always happy to hear from you. Our school welcomes your approach to speak with you about any matter relating to your child (-ren) or our school as we work with you each day to support your child(-ren)'s learning as much as possible.

Douglas Lawson, Head Teacher

1 Collaborates:

- Can learn with others
- Can learn from others

2 Talks about their learning:

- Knows where he / she is 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.

7 Believes that effort will lead to success:

- Uses a growth mindset
- Knows that mistakes are really useful for learning!
- Knows what to do when he/she does not know what to do.

**A
Tynewater
Learner**

4 Aspires to challenge:

- Goes beyond his / her expectations
- Aims high

6 Is responsible for his / her own learning:

- Can work independently to achieve his / her goals.

5 Uses learner qualities:

- Is resilient. "I can do it!"
- Understands and uses effective learning habits.
- Learning is rewarding!

Classes and Staffing for 2021–2022

Register Class	Pupil Numbers		Post	Members of Staff	Monday		Tuesday		Wednes		Thurs		Friday	
	Actual	Max			am	pm	am	pm	am	pm	am	pm	am	pm
P1 ¹	22	25	Class Teacher	Ms Kirsten Glennie	✓	✓	✓	✓	✓	✓	✓	✓	✓	
			Learning Assistant ASN	Mrs Jane Simpson	✓	✓	✓	✓	✓	✓	✓	✓	✓	
P1/2 ²	P1 5	25	Class Teacher	Ms Jess Seaton	✓	✓	✓	✓	✓	✓	✓	✓	✓	
	P2 19													
P2/3 ³	P2 10	25	Class Teacher	Ms Sophie Thorburn	✓	✓	✓	✓	✓	✓	✓	✓	✓	
	P3 14		Learning Assistant ASN	Mrs Lisa Watt	✓	✓	✓	✓	✓	✓	✓	✓	✓	
P3 ⁴	31	30+	Class Teacher	Ms Iona Cruikshank	✓	✓	✓	✓	✓	✓	✓	✓	✓	
			Learning Assistant ASN	Mrs Jackie McNairn	✓	✓	✓	✓	✓	✓	✓	✓	✓	
P1 to P3	101	105												

Notes: As with all schools, the above arrangements have been checked by Ms Fiona Robertson, Executive Director of Children, Young People and Partnerships. The arrangements adhere to Midlothian Council's policy for the formation of Composite Classes; the formation of Register Classes; the maximum number of children in each Register Class, and the need to allow places in each Register Class for any children who move into our catchment area at any point in the school year.

1: P1 is made up of the 22 youngest P1 children.

In daily practice, all 27 P1 children will experience teaching and learning as one class.

2: Our P1/2 Register Class comprises the 5 oldest P1 children (2 boys and 3 girls) and the 19 youngest P2 children. As per Note 1.

3: P2/3 is made up of the 10 oldest P2 children and the 14 youngest P3 children.

4: P3 comprises the 31 oldest P3 children.

In practice, COVID-safety permitting, Ms Seaton, Ms Thorburn and Ms Cruikshank will collaborate as a P2-P3 Teacher Team for teaching and learning within the Curriculum for Excellence First Level.

Classes and Staffing for 2021 – 2022

Register Class	Pupil Numbers		Posts	Members of Staff	Monday		Tuesday		Wednes		Thurs		Friday	
	Actual	Max			am	pm	am	pm	am	pm	am	pm	am	pm
P4	28	33	Class Teacher NQT (FTC)	Ms Josie Purvis	✓	✓	✓				✓	✓	✓	
			Class Teacher	Mr Callum Watson				✓	✓	✓				
			Learning Assistant ASN	Mrs Amanda Hunter	✓	✓	✓	✓			✓	✓	✓	
			Learning Assistant ASN	Mrs Jude Hawthorne					✓	✓				
P5	28	33	Class Teacher	Ms Ashleigh Blyth	✓	✓	✓	✓	✓	✓	✓	✓	✓	
			Learning Assistant ASN	Mr Paul Christie	✓	✓	✓	✓	✓	✓	✓	✓	✓	
P6	28	33	Class Teacher	Mrs Jo Clarke	✓	✓	✓	✓	✓	✓				
			Class Teacher	Mrs Isobel Leonard					✓		✓	✓	✓	
			Learning Assistant ASN	Mrs Alison Ketchion	✓	✓	✓	✓	✓	✓	✓	✓		
			Learning Assistant ASN	Mrs Jude Hawthorne									✓	
P7	31	33	Class Teacher	Mrs Laura Thompson	✓	✓	✓	✓	✓	✓				
			Class Teacher	Mr Callum Watson							✓	✓	✓	
			Learning Assistant ASN	Mrs Jude Hawthorne							✓	✓		
P4 to P7	115	132	Learning Support Teacher	Mrs Tracey McCabe	✓		✓		✓		✓		✓	
			Principal Teacher	Mrs Tracey McCabe		MT		MT		MT		MT		
P1 to P3	101	105	Relief Teacher	Mr Callum Watson	✓	✓	✓							
			Teacher of Music	Ms Mary McInroy			✓	✓						
			Teacher of Art and Design	Ms Gemma Goodwin	✓	✓								
P1 to P7	216	237	Brass Instructor (P6 & P7)	Mr Alex Knox										

NQT: Newly Qualified Teacher receives a statutory amount of non-teaching time, reducing through the year.
FTC: Fixed Term Contract for one year
MT: Management Time

Times for Early Learners

	Mondays to Thursdays		Friday	
Starting Time:	08.40	6 hours 35 min	08.40	3 hours 40 min
Collecting Time:	15.15		12.20	
Total Time of 30 hours		26 hours 20 min		3 hours 40 min

Could parents / carers and children please enter and leave by the Early Learning Play Area gate followed by the Early Learning door below the sheltered area.

Times for Primary 1 to Primary 7

Bell / whistle sounds: pupils line up smartly and quietly to enter at respective classroom doors:

P1 to P3		P4 to P7		P1 to P7	
Monday to Thursday		Monday to Thursday		Friday	
08.45 to 10.10	85 min	08.45 to 10.30	105 min	08.45	105 min
10.10 to 10.25	15 min	10.30 to 10.45	15 min	As Monday to Thursday	15 min
10.25 to 12.00	95 min	10.45 to 12.30	105 min	12.25	100 min
12.00 to 12.25	25 min	12.30 to 12.50	20 min		
12.25 to 12.50	25 min	12.50 to 13.20	30 min		
12.50 to 14.00	70 min	13.20 to 14.20	60 min		
14.00 to 14.15	15 min	14.20 to 14.35	15 min		
14.15 to 15.30	75 min	14.35 to 15.30	55 min		
325 min x 4 days = 1300 minutes				plus	200 min

The following are supervised by a member of staff:

- storing / putting on jackets
- changing from outdoor to indoor footwear and *vice versa*
- taking items out of / placing items in school bags and storing school bags
- entering / leaving classrooms
- playtimes / breaks
- washing hands before lunch in their classrooms / entering the classroom / dining area for lunch
- lunch times (Pupils are expected to show best behaviour and table manners as modelled at home.)
- checking of lunch / bags trays and packed lunch boxes before leaving their classroom / dining areas

Your Contact Details



IT IS VITAL THAT OUR SCHOOL OFFICE HAS UP-TO-DATE INFORMATION – ON HOW TO CONTACT YOU OR YOUR AGREED CONTACT – the address and telephone number of an emergency contact – should there be an emergency and to whom your child can be sent if he/she becomes ill in school. If this is not possible a child's parent would be contacted at work if the situation is considered serious. Please give this information – clearly written – to the School Office.

In the event of an emergency or early closure of the Nursery or the whole School, you will be sent a text by the School Office.

Attendance and Absence



**Phone
BEFORE
08.45**

If your child is not attending school on a particular day, you MUST telephone our School Office 0131 271 4710 BEFORE 08.45 to provide the School with information. It is VITAL that the School knows where your child is and the reasons for his/her absence BEFORE 08.45.

Also, please phone the School Office BEFORE 08.45 EACH DAY if your child is likely to be absent for a few days.

Collecting your child / (child-ren)

Staff need to know in advance if there is a change to who normally collects your child. Please let our School Office know of any changes.

Please collect your child at the appropriate time. If you are 'running late', please phone the School Office.

Entering our School

At the main entrance to our school please press the buzzer once. Our Janitor, Administrative Assistant or Office Assistant release the lock on the door. If you are going through the second door into our school, you need to sign in the Visitors' Record at our Office window. If you simply need to speak with, or pay money to, our Administrative Assistant and Office Assistant, you can easily do so via our Office window.

Security and Safety

To ensure that all children, staff and parents are safe and that our school building and grounds are secure:

- **A Learning Assistant is on duty at our playground gate from 08.30, ready to receive P1 to P7 pupils who travel by mini-bus and all other P1 to P7 pupils.**
- Pupils enter the school at 08.45. If a pupil is late and the pupils' entrance door is closed, he/she must enter the school via our School Office Reception Area. Pupils / staff should not open the pupils' entrance door to parents or pupils who are late.
- Our playground gate is closed by the Janitor soon after 08.45 and opened just at 15.20.
- Parents / Carers should not enter the school building via the pupil entrances at either 08.45 or 15.30 – except for an emergency need for the toilet by a pre-school/nursery child accompanied by a parent/carer. The P1 to P3 door and the P4 to P7 doors are open so that pupils can access the toilets but not the cloakrooms.
- Parents / Carers should only enter the school building via our School Office Reception Area; they should not approach a teacher in their classroom unannounced. Most teachers will still come out into the playground at 15.30 and it is possible to speak to them then. If you wish to speak to a Teacher before 08.45 or after 15.30, could you please phone our School Office to make an appointment?



To ensure everyone's safety, bicycles and scooters must not be used in the school playground, or on the pavement or road leading out of the school grounds area.

As per the children's cycling proficiency training, all schools encourage the wearing of cycling helmets for children's safety.



Please do not bring your dog into the Playground even if you have the dog on a lead.

Adverse weather

If the weather is adverse before 08.45:

- Please ensure that pupils have a waterproof / hooded jacket and suitable outdoor footwear.
- Please enter the playground as near as possible to 08.45 to reduce the waiting time. Staff will make every effort to supervise pupils entering the school on or very soon after the bell at 08.45. Staff contracts do not extend to supervising children before 08.45.
- If you have to wait, please use the two shelters / covered areas; one to the left of the P4 to P7 entrance; the other round the corner from the P1 to P3 entrance.
- As above, the P1 to P4 door and the P5 to P7 door are open so that pupils can access the toilets but not the cloakrooms. Parents / carers and children, should not gather in the vestibule areas as this compromises safety (there is simply not enough room for everyone) and blocks access for children who may need the toilet.

Windy weather

If the weather is so windy that it prevents us from using the P1 to P3 Entrance, a notice will be placed on the P4 to P7 Entrance indicating that P1 to P3 pupils as well as P4 to P7 pupils, supervised by staff, will use the P4 to P7 Entrance at 08.45 or 15.30 or on a Friday at 12.25.

Extreme weather



If the weather is **extreme** – a combination of very strong winds and heavy rain or snow. The Head Teacher will place a notice on the P5 to P7 Entrance indicating that all P1 to P7 pupils at 08.30 should enter the school by the Main / Office Entrance with P1 to P3 pupils waiting in the Dining Area, and P4 to P7 pupils waiting in the Hall until 08.45, supervised by the Head Teacher and Learning Assistants.

‘Weather Watch’

December, January, February and March tend to have lower temperatures, therefore could you please ensure that your child comes to school dressed for cold, wintry weather? Normally children will play outside at break times and lunchtimes unless weather conditions are severe. A warm jacket, gloves or mitts are essential. Wellington boots, an extra pair of socks and trousers / over-trousers can be very useful. Please label your child’s name on every item.

Learning outdoors in ‘fair weather’ – even if cold, is part of any school’s 3 to 18 Curriculum for Excellence and is encouraged by the Scottish Government; Education Scotland, and the Care Inspectorate. What is most important is that the children love learning through play outside.

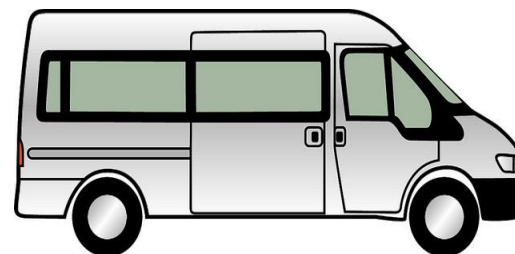
If, due to weather conditions, Midlothian Council decides to close our school

In adverse weather conditions all Midlothian schools will do everything possible to remain open. Please visit the Midlothian Council website (www.midlothian.gov.uk School closures) as early in the morning as possible and listen to Radio Forth for up-to-date information. Please do not telephone the school. The most up-to-date information will be on the Midlothian Council website from approximately 05.30 in the morning.

If Midlothian Council decides to close our school due to adverse weather conditions during the school day, Mrs Munro (Administrative Assistant) will text parents and carers. School staff will look after children until parents, carers or emergency contacts have collected them. It is vital that you keep our Office Staff informed of any changes in your contact details.

In the event of our school being closed, teachers have placed Home Learning Activities for respective classes on our school website (<http://tynewater.mgfl.net/>).

Safe and Considerate Driving and Parking



Accidents and injuries are caused. They don't just happen

Please respect the **20 miles per hour** speed-bumps along Crichton Road and patiently give way to oncoming traffic.

Could you please ensure that you park your car safely and considerately along Crichton Road and residential streets leading to our school, and in our limited school car park? The school entrance and car park are continually recorded on video cameras.

At the lay-by nearest the playground, priority is given to the school mini-buses that transport a significant number of children to and from our school. Before 15.30, 3 large cones show the area for school mini-buses. Please do not move or drive over and damage these cones.

Please do not block parked cars and leave your car – members of staff may need to leave school promptly at 15.30 for an appointment in another school / elsewhere.

Please ensure that the disabled spaces are available for those who need to use them.

Please ensure that your child(-ren) do not run out of the school playground and go straight across the road / car park to parents waiting in cars, just as other parents are speeding off. – An accident waiting to happen!

Healthy Eating / Eatwell



School Aim: To make healthy choices to take care of ourselves

On our School Website in 'Information for Parents', you will find 'an Eatwell Guide – Helping you eat a healthy, balanced diet' published by Food Standards Scotland.

Midlothian Council provides fruit for P1 and P2 one day per week.

Morning Break / Snack

Given pupils' and family learning about eating a healthy, balanced diet, each morning break pupils are encouraged to bring and eat a healthy snack, so contributing to their Healthy Eating Achievement Record.

Pupils can bring water in a re-usable water bottle as an alternative to milk, but no forms of juice or flavoured water are allowed.

Pupils' Fruit Trolley Business



When COVID restrictions are lifted, pupils plan to resume their co-operative business selling fruit each day before break. Prices range from 5p to 30p per item depending on what fruit is in season. Fruit is bought by Mr Lawson (Head Teacher) at market prices from The Purple Plum / W. A Williamson, Fruiterer and Greengrocer, Melrose.

Milk / Water



Our Administrative Assistant issues Order Forms. Milk must be ordered by parents in advance. A list of pupils who have purchased milk is given to each Class Teacher. **Pupils can bring water in a re-usable water bottle as an alternative to milk, but no forms of juice or flavoured water are allowed.**

School Lunches



See ParentPay:
'Frequently asked
questions'
in the Information
A to Z

Type of service

- Meals are mostly prepared in our School Kitchen.
- Each family receives a Midlothian Choose Right / Healthy Choices Menu. You can access this via a link on our School Website.

Pupils choose at the serving counter on any given day.

Payment via ParentPay

- From January 2015, children in P1, P2 and P3 across Scotland have the option of taking a free school meal every day, paid for by the Scottish Government. **For P4, P5 P6 and P7 pupils, from August 2018 school lunches will cost £2.10 each.** Financial assistance is available in certain circumstances, see page 17 **Free school meals & clothing grants** for more details
- Each morning the teacher will select online via **ParentPay** those children who are having a school lunch; this information is then received by the Kitchen to allow them to prepare the correct number of lunches.
- Payment can be made online via **ParentPay** or by sending cash or cheque to school via their child in a clearly named money envelope. A supply of money envelopes is provided for each family. Please note change cannot be given. Any surplus will be credited to your child's lunch account.
- Payments can be made as far in advance as a parent wishes, but not in arrears.
- Cheques should be made payable to '**Midlothian Council**'
- Money envelopes are collected in each class and sent to the School Office at 09.00 each day where they are

opened, counted and banked.

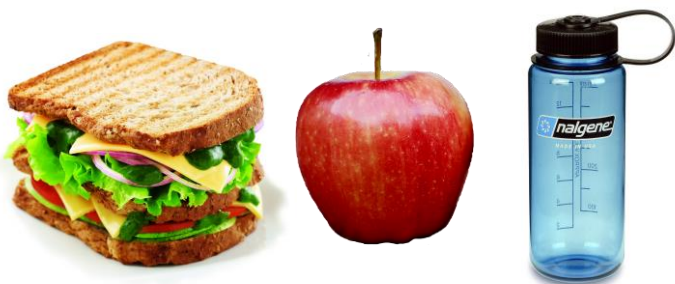
Non-payment for lunches

Your child's lunch account will be charged **£TBC** each time they have a school lunch. Reminder letters will be sent home each Friday for any pupils whose accounts are in debt.

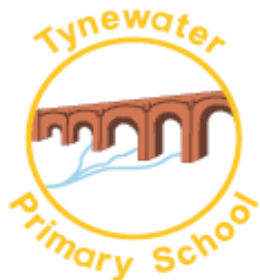
Please contact the School Office if you have any difficulties.

Packed lunches from home

Packed lunches can be brought to school by any P1 to P7 pupil. Pupils place their packed lunch bag / box on a dedicated trolley at 08.45. Please ensure that your child takes home their packed lunch bag / box each day so that he / she can clean / wash it ready for the next day.



Uniform and Clothing Policy



Tynewater Primary School encourages the wearing of our school uniform by all pupils to reflect the values and high standards of our school.

Wearing a school uniform saves lots of time in the morning by knowing what to wear, and avoids 'competition' involving designer labels. Furthermore, you can pass your child(-ren)'s outgrown garments to our Parent Council who will arrange for them to be offered to other families, so everyone can save some money.

School uniform (including name labels and gym kit bags) can be ordered and delivered to your home via Image Scotland:

Image Scotland have an online shop for parents to use when ordering school uniform. You can order any item of school uniform you need at: <https://tynewater.imagescotland.com/>

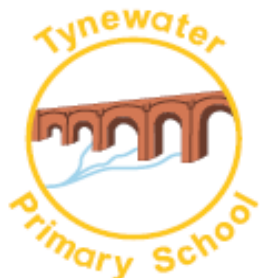
And what's more, you are able to have your items delivered to school for FREE! Order by 28 May for delivery by the end of June. Don't worry if you miss this deadline as orders can be collected from the school office two days before the start of term in August. You also have the option to have your goods delivered to your home address for which there will be a postage charge of £3.50. You can access the online shop through a link on our school website.

Please place your order online at: <https://tynewater.imagescotland.com/>

Additional school uniform items are available from Image Scotland, for example: fleeces, reversible jackets, baseball caps.

Could you please ensure that you write your child's name in permanent ink on every item of clothing and footwear.

Uniform and Clothing Policy



You can personalise your child's clothes using the one-click re-usable Snappy Tag system: www.snappytags.co.uk Tags are guaranteed not to fade or come off in the wash or tumble-dryer.

Our School Community voted to adopt a policy of pupils wearing suitable indoor footwear whilst in school to ensure that pupils can sit in any part of our school knowing that the floor surface is clean.

Our School Uniform:

- suitable dark-coloured outdoor / school footwear – **not trainers**
- black plimsolls as indoor footwear (Can also be used for PE / gym)
- a school sweatshirt
- a school polo-shirt (white or yellow) underneath a school sweatshirt
- black / navy blue / grey school trousers – **not jeans or tracksuit bottoms**
- for girls: black / navy blue / grey skirt or pinafore
- for girls in summer: blue / green / red Gingham check school dress
- black / navy / grey school shorts in summer

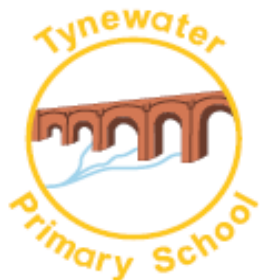
For PE (Physical Education) / gym – both indoors / outdoors:

- a gym kit bag (This can be ordered from Image Scotland.)
- black plimsolls or trainers
- plain navy blue / blue shorts / tracksuit bottoms – **not football team shorts**
- a white or yellow school polo-shirt or t-shirt – **not football team tops**
- plain white or plain coloured socks



To be safe and hygienic, your child needs to take home their PE / gym clothing / bag each week to be washed and brought back to school fresh and clean for the next week.

Uniform and Clothing Policy



Rings, long earrings, necklaces and neck chains can be extremely dangerous, especially in the playground and at PE, and should not be worn by children.

Jackets should be stored in school without any money or valuables in the pockets.

If your child rides his / her bicycle to school, they must wear a cycling helmet.

Free school meals & clothing grant

Midlothian Council provides children from low income families with free school meals and money to help towards buying school clothes.

The meals award provides a pupil with one free school meal each day they attend school. Children in P1 to P3 across Scotland are automatically entitled to a free school meal each day. The clothing grants are £100 for Primary and £100 for Secondary. Each award is valid for one school year.

You can apply for free school meals and a clothing grant if you receive:

- Universal Credit (where your monthly earned income is not more than £610) · Income Support
- Income based Job Seeker's Allowance
- Income based Employment and Support Allowance
- Support under Part VI of the Immigration and Asylum Act 1999

Your child is also entitled to free school lunches and a clothing grant if you receive: Child Tax Credit, but **not** Working Tax Credit, **and** your annual income is less than £16,105 · Both maximum Child Tax Credit **and** Working Tax Credit, **and** your annual income is less than

£7,330

Application forms will be available to download from the Midlothian Council website in due course, please check

https://www.midlothian.gov.uk/info/855/school_meals/117/free_school_meals_and_clothing_grants from mid-June 2021 onwards for new updates and how to apply.

email: FSMAwards@midlothian.gov.uk

Pencils and stationery are provided to all children

We ask that pupils **do not bring** pencil cases to school. Pupils receive everything that they need at school. From many years' experience, this ensures equal resources for everyone; no items 'going missing' or being forgotten – saving a lot of time, maximizing space on table-tops (the area of which is very small) and in pupils' trays. We have asked this since our opening in 2007. We have always encouraged children to use their pencil case items to produce the highest standards of handwriting and presentation in their Learning Beyond Home (Homework) which is very important all-round, so no bought-items for your child are ever wasted.

The purpose of our Curriculum – the four capacities To enable ALL learners to be:

Successful learners *with*

- enthusiasm and motivation for learning
 - determination to reach high standards of achievement
 - openness to new thinking and ideas
- and be able to**
- 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

Responsible citizens *with*

- respect for others
 - commitment to participate responsibly in political, economic, social and cultural life
- and be able to**
- 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

Effective contributors *with*

- an enterprising attitude
 - resilience
 - self-reliance
- and able to**
- communicate in different ways and in different settings
 - work in partnerships and in teams
 - take the initiative and lead
 - apply critical thinking in new contexts
 - create and develop
 - solve problems

Confident individuals *with*

- Self-respect
 - a sense of physical, mental and social wellbeing
 - secure values and beliefs
- and be able to**
- relate to others and manage themselves
 - pursue a healthy and active lifestyle
 - be self-aware
 - develop and communicate my own beliefs and view of the world
 - live as independently as they can
 - assess risk and take informed decisions
 - achieve success in different areas of activity

Curriculum Rationale

We believe that each of us can confidently:

- Be ambitious, imaginative and creative
- Make healthy choices to take care of ourselves, others, and our environment
- Seek new challenges to learn together to achieve our goals
- Explore, be involved in, and build up our community

**Responsive
and flexible**

Pupil-led

**Meets the needs
of ALL pupils**

Includes the broadest possible range of planned learning experiences both in and outside the school setting:

- curriculum areas and subjects
- interdisciplinary learning
- the ethos and life of the school
- opportunities for personal achievement

**Ensures progression in learning through
assessment, moderation and tracking**

School Aims:

To explore our environment

To explore, be involved in, and build up our local community

Dunlaw Wind Farm

Our local environment

Dreepie Burn - Tynewater

Our New Wood Forest
Schools Area. Thank you to
Preston Hall Estates



Oxenfoord
Castle

Whitburgh Farm Estate

Pathhead Music Collective

Pathhead & District
Horticultural Society

Vogie Country Park

Cousland Smiddy
Conservation Trust



The purpose of our Curriculum – the four capacities

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Crichton
Castle



Crichton
Collegiate
Church



Lothian Bridge
designed by Thomas



Soutra Aisle
medieval
hospital

The Scottish Mining Museum

Midlothian Science Park

The Trimontium Roman Site
and Museum, Melrose

Edinburgh

School Aim: To explore our environment – residential learning (pre-COVID-19 pandemic)

The purpose of our Curriculum – the four capacities To enable ALL learners to be:

Successful learners with

- enthusiasm and motivation for learning
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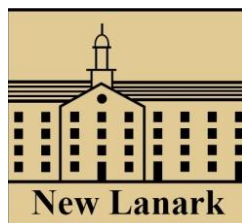
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 - live as independently as they can
 - assess risk and take informed decisions
 - achieve success in different areas of activity



P4: September – 3 days Low Port Outdoor Education Centre, Linlithgow, West Lothian

- Sailing
- Canoeing
- A medieval burgh



P5: September – 3 days New Lanark Youth Hostel New Lanark World Heritage Centre

- Industrial Revolution
- The co-operative movement
- Scottish Wildlife Trust



P6: September – 3 days Glasgow Youth Hostel

- Glasgow Science Centre
- Riverside Transport Museum
- Kelvingrove Gallery



P7: September – 5 days London (by train) Thameside Youth Hostel, Rotherhithe led by the Head Teacher

- Houses of Parliament: tour and workshop
- Theatre matinee
- The London Eye
- River Thames ferry to Greenwich
- The Museum of London
- Docklands Museum

Starting in June 2022
Non-residential P7 to S1 Transition:
at Dalkeith High School for all
Primary 7 pupils in our Dalkeith
Learning Community

Curriculum for Excellence 3 to 18 (CfE) Bringing learning to life and life to learning

Curriculum for Excellence is practised across Scotland for all 3-18 year olds – wherever they learn. It aims to **raise standards**, prepare our children for a future they do not yet know and equip them for jobs of tomorrow in a fast changing world.

Through Curriculum for Excellence, every child and young person is entitled to:

- experience a curriculum which is coherent from 3-18
- develop skills for learning, life and work with a continuous focus on literacy, numeracy and health and wellbeing
- personal support and challenge to enable them to gain as much as possible from the opportunities which CfE can provide
- experience a broad general education up to the end of Secondary 3 (S3)

- experience a senior phase where he/she can continue to develop the four capacities and also obtain qualifications (S4 to S6) and ages 16-18 out of school
- support in moving into a positive destination (post 16)

Curriculum for Excellence enables professionals to teach subjects creatively, to **work together** across the school and with other schools, to share **best practice** and explore learning together.

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

Curriculum for Excellence balances the importance of **knowledge** and **skills**.

Every child is entitled to a **broad** and **deep** general education, whatever their level and ability. Every single teacher and practitioner is responsible for **literacy and numeracy** – the language and numbers skills that unlock other subjects and are vital to everyday life.

Curriculum for Excellence *continued*

It develops **skills** for learning, life and work to help young people go on to further study, secure work and navigate life. It brings real life into the classroom, making learning relevant and helps young people apply lessons to their life beyond the classroom. It links **knowledge** in one subject area to another helping children understand the world and make connections. It develops skills so that children can think for themselves, make sound judgements, challenge, enquire and find solutions.

We use different ways of **assessing progress** and ensuring children achieve their potential.

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

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

Curriculum for Excellence provides a coherent, flexible and enriched curriculum to children and young people from 3 to 18. It aims to ensure that all children and young people develop the attributes, knowledge and skills they will need to flourish in life, learning and work.

The knowledge, skills and attributes learners will develop will allow them to demonstrate four key capacities, helping them to become:

- Successful learners
- Confident individuals
- Responsible citizens
- Effective contributors

The curriculum includes all of the experiences which are planned for children and young people through their education, wherever they are being educated. These experiences are grouped into four categories:

- Curriculum areas and subjects
- Interdisciplinary learning
- Ethos and life of the school
- Opportunities for personal achievement

Curriculum for Excellence *continued*

Pupils will experience learning mostly through interdisciplinary learning:

- Expressive Arts
- Health and Wellbeing
- Literacy and Language including Modern Languages. All pupils at Tynewater Primary School, from Nursery to Primary 7, learn French language
- Numeracy and Mathematics
- Religious and Moral Education
- Sciences
- Social Studies
- Technologies

Literacy, Numeracy and Health and Wellbeing are taught across all learning as well as being recognised in their own right. Each curriculum area contributes to the four capacities.

Interdisciplinary learning

This ensures the curriculum includes space for learning beyond subject boundaries.

Ethos and life of the school

This promotes a positive ethos and climate of respect and trust based upon shared values across the school community, as a starting point for learning.

Opportunities for personal achievement

This recognises that pupils need opportunities for achievements both in the classroom and beyond, giving them a sense of satisfaction and building motivation, resilience and confidence. Added to this, because children learn through all of their experiences – in the family and community, pre-school centre, nursery and school – the curriculum aims to recognise and complement the contributions that these experiences can make.

Parents can find out more at:

<https://education.gov.scot/parentzone/>

Curriculum for Excellence *continued*

Realising the ambition: Being Me

National practice guidance for early years in Scotland. Published by Education Scotland in February 2020

Tynewater Primary School is using the national practice guidance to review and develop early learning from before under three years of age children are part of our early learning setting right through to the end of Primary 1 and beyond, building on our Senior Early Years Practitioner training and development of PEEP sessions (Parents' Early Education Partnership) for the past ten years and our practice in our Early Learning setting.

As all schools in Midlothian recover and emerge from the COVID-19 pandemic, reviewing and developing our early childhood curriculum and shared leadership relating to pedagogy*, in both our indoors and outdoors environments, is a priority in our School Improvement Plan for 2021-2022, the first year of a three-year focus.

* 'Pedagogy' is what we know about children and how they learn, together with the experiences and responses we provide – the curriculum. (Realising the Ambition page 53)

Throughout session 2021-2022, early learning and primary staff / practitioners shall use the guidance to assess current needs and as a tool to manage further development:

- To focus on what practitioners already know about children's learning and development and in turn to support areas where they are less confident;
- To empower primary practitioners to feel confident about using the child as the starting point for the nature and design of the curriculum offered and for future learning;
- To understand and developed a 'shared pedagogy' to enable practitioners to provide appropriate support, a suitably challenging pace for each child.

A to Z of Information

Achieving an Optimum Learning Culture

All staff at Tynewater Primary School are committed to being a thinking, caring, learning community promoting positive behaviour, growth mind-sets and a positive learning culture.

Our School Aims We believe that each of us can confidently:

- Be ambitious, imaginative and creative
- Make healthy choices to take care of ourselves, others, and our environment
- Seek new challenges to learn together to achieve our goals
- Explore, be involved in, and build up our community

Modelling attitudes and behavior: thinking before we do or say something: t-h-i-n-k

Is it true? Is it helpful? Is it inspiring? (build up?) Is it needed? Is it kind?"

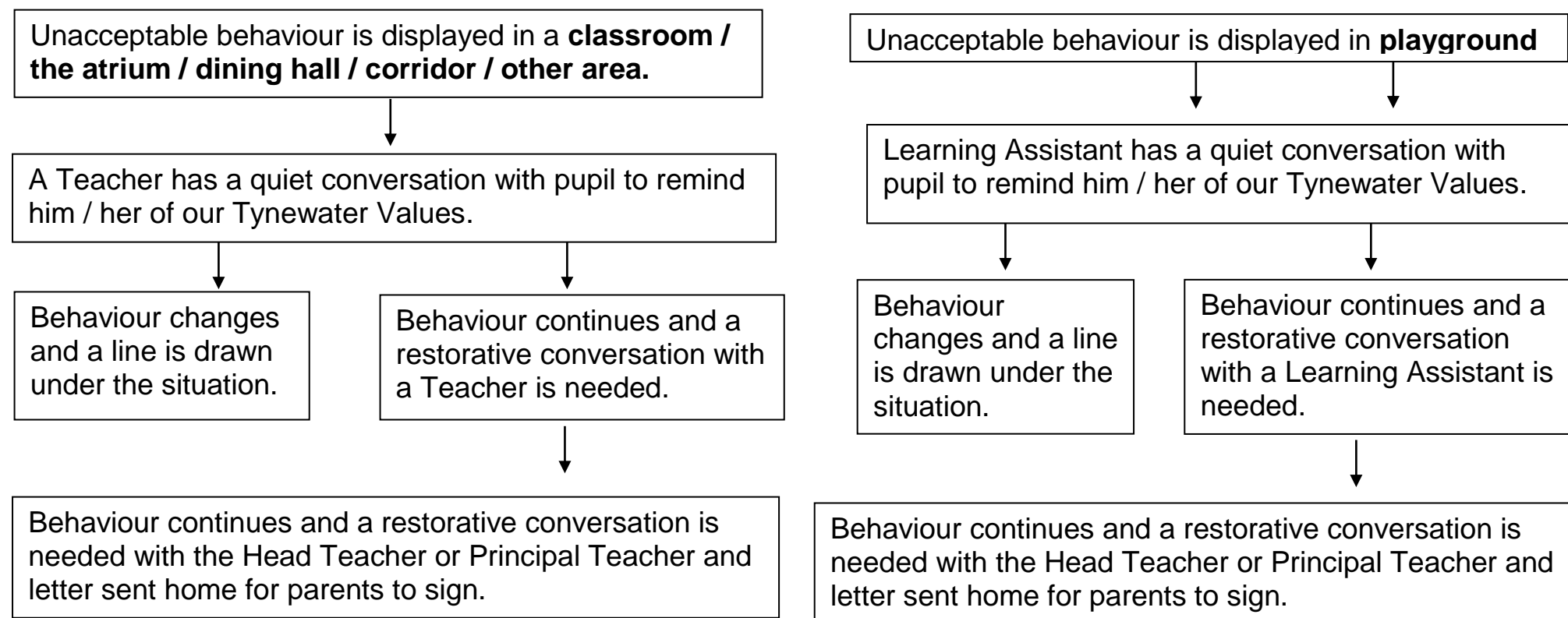
Our Tynewater Values were formed by our Rights Respecting School Pupil Voice-Leadership Group and are based on the articles of The United Nations Convention on the Rights of the Child (UNCRC) in partnership with parents, staff and pupils.

- We include everyone (belonging, article 15)
- We listen (understanding, article 12)
- We work hard (wisdom, article 29)
- We are fair (justice)
- We are honest (integrity)
- We are kind and helpful (compassion)
- We look after property and others (caring, article 24)
- We are gentle (love)

Achieving an Optimum Learning Culture: Promoting Positive Behaviour

We are committed to providing a safe and nurturing environment for all our learners. We strive to ensure that all children understand their right to feel safe and their right to education and the actions that are required to ensure these rights are met.

We use the following flow chart to support children with their behaviour when necessary.



Achieving an Optimum Learning Culture: Restorative Questioning

We use restorative questioning to support pupils to manage difficult situations and conflict, reframe thinking and promote responsibility. All our staff and pupils are asked to use the 5 'Restorative Questions' in all areas of our school and wider community.

5 Restorative Questions

- What happened?
- What were you thinking?
- How did you feel? How do you feel now?
- Who else has been affected?
- What do you need now to sort this?

Developing Growth Mind-sets

We are teaching our learners about mind-sets and supporting them to develop growth mind-sets through learning and teaching, and by praising effort and hard work. Here are some helpful tips for promoting Growth Mind-sets.

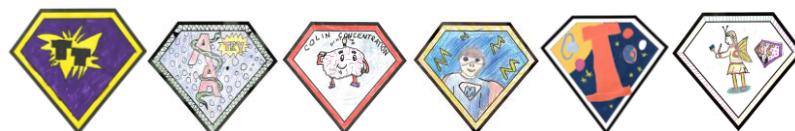
INSTEAD OF.....	TRY THINKING....
I'm not good at this	What am I missing?
I give up	I'll use a different strategy
It's good enough	Is this really my best work?
I can't make this any better	I can always improve
This is too hard	This may take some time
I made a mistake	Mistakes help me to learn
I just can't do this	I am going to train my brain
I'll never be that smart	I will learn how to do this
Plan A didn't work	There's always Plan B
My friend can do it	I will learn from them

Achieving an Optimum Learning Culture: Our Learning Culture and Learner Qualities

Pupils learn about the qualities they need to use in order to learn more effectively. Pupils in every class voted and as a school we identified the 7 qualities of a Tynewater Learner. Our learners designed Learner Super Heroes who display these qualities.

Ambitious Andrew	Shows ambition through setting SMARTER targets
Tim the Team Player	Collaborates to work effectively with others
Tough Tina	Is resilient and never gives up
Creative Carly	Uses creativity when learning across the curriculum
Mike the Mistake Maker	Learns from his mistakes
Imogen Imagination	Uses her imagination and creates questions to further her learning
Colin Concentration	Concentrates and focuses on all tasks

We use these 'Learner Super Heroes' to teach all pupils about these learner qualities and to develop a whole school language of learning. The language is used in all classrooms with all children. This helps everyone talk about how they learn and understanding the learning process. We hope that this understanding will begin to spill over into life outside school, where you will be able to reinforce the ideas by encouraging the children to use their learning language in their everyday lives.



Active Learning

In Scotland, as in many countries throughout the world, active learning is seen as an appropriate way for children and young people to develop vital skills and knowledge and a positive attitude to learning. Active learning is central to all stages of *Curriculum for Excellence*:

- spontaneous play
- planned and purposeful play
- investigating and exploring
- events and life experiences
- focused learning and teaching

Active learning is defined as being learning where the learner is responsible for starting, planning or managing what they do, therefore, all of these approaches are relevant at every stage. In this way, active learning can include:

- designing experiments
- testing hypotheses
- presenting information and ideas
- carrying out investigations
- undertaking creative work in art and design, music, dance, or
- any activity where learners are given greater independence and control over what they do and how they learn.

Active learning also applies to learning where teaching staff are responsible for starting, planning and managing what the learner does in a way that involves the learner actively, for example:

- through engaging the learner in dialogue
- asking questions
- posing problems
- setting stimulating tasks
- encouraging investigations, and
- through co-operative learning approaches.

Learner engagement is at the heart of *Curriculum for Excellence*. Its purpose is to ensure that children can learn effectively and cope with new and changing situations. Learner engagement needs to involve regular opportunities to acquire and rehearse the skills that only come from learning actively.

One of the key aspects of developing *Curriculum for Excellence* is learning that goes beyond the acquisition of factual knowledge and embracing understanding and the application of knowledge. This is what is implied in the curriculum design principle 'depth'.

Deep learning involves an active process whereby the learner makes sense of his / her experiences. Creating

Active Learning *continued*

meaning in this way is central to active learning. Young children are usually adept at developing an understanding of their world in this way. However, there is nothing about the concept of active learning that is specific to early years. On the contrary, it is fundamental to successful learning at any age.

Deep learning involves constructing meaning or making sense of what is being learnt. Active learning always involves conscious acts of thinking; *meaning-making processes* take place in the mind of the learner. Teaching staff are responsible for providing learners with:

- environments that are conducive to active learning
- powerful and motivating experiences
- diagnoses of difficulties, and
- encouragement and support.

It is the learner who ultimately needs to take ownership of the learning process and engage in acts of creating meaning. All of this has profound implications for the roles of teaching staff in observing, recording progress and planning for active learning / teaching.

Teaching staff are responsible for creating the contexts and conditions for effective active learning for all learners at any given stage by:

- Ensuring continuity of experience, learning and curriculum between stages within the school and across curriculum areas and activities.
- Using assessment to plan progression in learning.
- Identifying, and taking account of, learning that has taken place outside school and in other areas within the school.
- Providing an environment and ethos that encourages learners to have positive sense of self, and of others, and to respect diversity.
- Supporting learners in building relationships, acting appropriately within these and adapting to new environments and situations.
- Planning an environment and climate where learners feel safe and confident to tackle new challenges and take risks, and where trial and error are viewed as a normal part of the learning process. (Responding to 'Learning Points')
- Deciding what mix or combination of activities is appropriate to meet the children's stage of development and learning.

Active Learning *continued*

- Ensure that, where necessary, in consultation with the Head Teacher, learners receive appropriate help from external services and partner agencies.
- Integrating opportunities for learning through the Internet and other forms of Learning Technologies; encouraging research-based approaches.
- Providing opportunities for learners to apply learning in 'real life' situations.
- Providing *breadth, depth* and *application* (Building the Curriculum 5) through learning in a range of styles and contexts and therefore a mixed approach in teaching methodology at all stages.

At Tynewater Primary School, teaching staff aim to consistently model and support active learning and enquiry by:

- Making clear to children that staff and parents/carers are also learners, working together with pupils to find answers and solutions.
- Ensuring that learners can reflect on their learning and are aware of the concepts, skills and

understanding that they have acquired so that they can use them in different contexts.

- Encouraging learners to work co-operatively.
- Involving learners in planning their learning.
- Giving learners opportunities to raise questions and prompt enquiries.

Tynewater Primary School teaching staff make use of various strategies to promote active learning, summarised in general terms as follows:

- *Learning often takes place best in authentic real-world settings rather than in the abstract setting of the classroom.*
- *Learning involves moving progressively from concrete examples to the use of symbolic representations.*
- *Practical experience gives a secure basis for subsequent theory.*
- *A task that is beyond – but only slightly beyond – the learner's current capability offers a fruitful opportunity for ensuring progress.*

Active Learning continued

- *Learners need opportunities to both ask and answer questions.*
 - *Learners benefit from sharing and 'performing' their understandings.*
 - *There is an important social dimension to learning. Discussion and small group work have tremendous value.*
 - *Open-ended questions provoke thought and reflection more powerfully than questions with simple factual answers.*
 - *Time needs to be devoted to reflection and meta-cognition: thinking and talking about the process of learning. Dialogue and interaction are powerful means of promoting learning.*
 - *Opportunities need to be given to discuss with the learners the nature of their own thinking.*
 - *Teaching is a particularly powerful learning experience. Learners benefit from the opportunity to teach each other.*
 - *Challenge is essential but the experience of success is highly motivating.*
 - *What kinds of learning environments do teachers provide their learners:*
 - *Organising their classroom and atrium space to promote active learning?*
 - *Organising access to resources for learners – to encourage enquiry, creative thinking and doing?*
 - *Giving opportunities to learners to learn outside the classroom?*
- A child has achieved a particular level in their learning when staff have significant evidence that he / she:**
- *has achieved a breadth of learning across all the experiences and outcomes for the level, including any significant aspects of the curriculum area;*
 - *has responded consistently well to the level of challenge set out in these experiences and outcomes;*

Active Learning *continued*

- has moved forward to more challenging learning in some aspects, and
- has applied what he / she has learned in new and unfamiliar situations.

Achievement of the Curriculum for Excellence Levels:

Early Years Level: generally by the end of Primary 1

First Level: generally by the end of Primary 4

Second Level: generally by the end of Primary 7

Third Level: generally by the end of Secondary 3

After-School Activities



Midlothian Active Schools routinely offer after school activities, details are issued termly.

After-School Club

An After-School Club (ASC) is managed by Mayfield After School Club and led by two trained staff in the school's dedicated After-School Club room which is accessed via our Nursery entrance (buzzer). Times are from 15.30 to 17.45 Monday to Thursday inclusive. Pupils are collected from our P1 to P3 atrium at 15.30; older pupils make their own way through the school to the ASC.

On a Friday hours are 12.30 to 17.45, however pupils are transport to Mayfield ASC.

Contact details for Mayfield After School Club can be obtained from our School Office.

Additional Support for Learning (ASL)

If you are concerned about any aspect of your child's development, please speak with one of the Nursery Staff or the Head Teacher. Likewise, if Early Learning Staff or a Class Teacher are concerned about an aspect of your child's development, they will speak with you. Everything remains confidential.

In consultation with parents and only with parents' signed agreement, Nursery Staff or a Class Teacher, via the Head Teacher can refer a pupil's needs for additional support, for example Speech and Language Therapy. Nothing would be done without parents/carers being involved.

Administering Medication

Please see the entry 'Medical Care'.

School Improvement Plan

Following consultation with our Parent Council; Pupil Council; Pupil Voice-Leadership Groups; partner agencies, and staff, the school publishes its School Improvement Plan. This plan is issued to each family in paper form and published on our website by 30 September.

Anti-bullying Policy

Tynewater Primary School is committed to providing a safe and supportive learning environment for all pupils. At Tynewater Primary School bullying behaviour of any kind is unacceptable. Unfortunately, it can be present wherever human beings, of any age, live or work together.

Studies have shown that incidents of bullying in schools are significantly reduced where:

- All members of the school community – staff, parents / carers and pupils are aware of their individual responsibilities in maintaining a safe school.
- There are well-focused school wide interventions.
- The issue of bullying is brought into the open and the school gives a clear unambiguous lead on how to deal with the behaviour.
- Staff act consistently and respond quickly to any case of bullying.
- Parents / carers are encouraged to work in partnership with the school to reduce the incidents of bullying,
- Children gain the confidence to 'tell', in the knowledge that the resulting actions will not be aimed at antagonising the bullies, but at changing their behaviour

Maintaining a safe environment for pupils, staff and parents/carers is a key aim of all Midlothian staff. As in any school, Tynewater Primary School staff continually review their strategies for eradicating incidents of bullying and have a whole-school focus each November.

Our school anti-bullying policy has a high profile to raise the school community's awareness of how we all have a part to play in effectively dealing with bullying. A consistent and effective approach to bullying will have a positive effect on:

- Providing a safer environment for young people
- Promoting positive behaviour
- Increasing self-esteem and motivation
- Improving attendance
- Raising attainment across the curriculum

Our complete anti-bullying policy is available on our School Website under **Information for Parents**.

Art and Design Four classes from receive learning in Art and Design from a specialist Art Teacher on Mondays on a rota basis for a 5 to 6 week period. This time forms part of the contractual non-contact time for respective Class Teachers. Pupils' work is on display in our main corridors.

Assemblies **During the COVID-19 pandemic, Early Learning to P7 Assemblies take place virtually via Teams video each Friday from 11.45 to 12.15.**

Normally, Early Learning to P7 Assemblies take place each Friday from 09.00 to 09.45. Parents are welcome to attend any Assembly.

Each class is given a specific date to make a presentation at Assembly. Notice of dates and times is given in the Diary Information on our School website, or if you have chosen, in paper form.

We operate a rota involving each Class preparing and presenting for a maximum time of 15 minutes, starting with the Head Teacher. Teachers prepare and present certificates / stickers to recognise and celebrate the following achievements:

- Learning Qualities
- Achievement Certificates: four capacities; qualities
- 2 Playground Helpers per Class based on evidence from our Playground Supervisors
- P1 to P7: Sustained high quality handwriting, layout and presentation throughout the week; one or two pupils per class
- Achievements beyond school
- Reader of the Week
- P7 pupils show P1 to P7 results of House Points.

Assessment and tracking pupils' progress Teachers and children themselves continually use a number of ways to gather a wide range of evidence about how your child is progressing in their learning. This information is used to inform decisions – made by your child in discussions with his/her teacher - about the various next steps needed in your child's learning.

Assessment is Please see a separate document **Assessment is for learning** in Information for Parents on our school website.

for learning

Asthma Management

See separate document

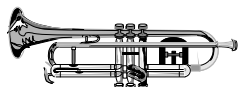
Atria

The whole of the Atrium nearest our P1 Classroom is devoted to P1 learners. P2 and P3 Teachers and Learning Assistants use the other half Atrium for planned / agreed learning activities which have clear learning objectives. P4 to P7 Teachers use the P4 to P7 Atrium for planned / agreed learning activities which have clear learning objectives.

Baking

With help from parents or a Learning Assistant, Teachers are encouraged to provide a weekly learning programme. Handling Food and Hygiene Certificate training is not a prerequisite for the children's learning, as long as stringent health and hygiene standards are adhered to. The Baby Belling cookers / ovens must remain in their present positions; they must not be taken / used in any classroom. Equipment is stored in the Tutorial Room off the P1 to P3 Atrium. With prior consultation, the Nursery oven can also be used. Again with prior consultation – giving a number of days' notice, our Kitchen Manager may be able to help.

Brass Instrument Instruction



Midlothian Instrumental Music Service If your P6 or P7 child is keen to be instructed in playing a brass instrument at school and committed to practicing between lessons at home, please ask for an information leaflet and application form.

Breakfast Club

Tynewater Primary School Breakfast Club runs from to each day Monday to Friday inclusive. For more information, please phone 07539 692998 or email: eastlinton@eloscn.com

Charity fundraising

Our school supports the following charities:

- BBC Children in Need
- Comic Relief – Red Nose Day
- Sports Relief

Child Protection

Please see separate Guidance for Staff

All Staff need to undertake a Child Protection training update every two years.

Midlothian Council has a range of duties and responsibilities in relation to the child protection procedures for all pupils which includes having regard for their right to be protected from harm and abuse. The school's duties and responsibilities for this are set out in the Edinburgh, Lothian and Borders Child Protection Inter-Agency's **Child Protection Procedures** (2015) which are used by all Midlothian schools and our partner agencies.

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 / 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 / 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 who is the school's designated Child Protection Co-ordinator.

P1 and P7 pupils experience learning and teaching related to 'Keeping Myself Safe' including online and using social media.

Community Involvement

One of our four School Aims is 'to explore, be involved in and build up our community'. We are continually looking for new opportunities. Please speak with the Head Teacher or a Parent Representative on our Parent Council if you have an idea.

Complaints Procedures

Parents/carers, early learning settings and schools separately do a lot to help children learn and develop; by working together in partnership they can achieve even more for each and every child.

We will keep you informed of your child's progress and we will deal confidentially with any information which will help us in planning his/her 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 Head Teacher in the first instance. Where appropriate, the Head Teacher may nominate another senior member of staff to act on his/her behalf.

The Head Teacher 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 in 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. (See **Useful Contacts** at the end of this document)

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 two; 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.

Consulting children

Children are consulted as an intrinsic part of learning and teaching. Each child is part of a weekly Pupil Voice-Leadership Group facilitated by a Teacher. In addition two children per Stage, P1 to P7, represent all the pupils in their Class at our weekly Pupil Council meetings - one of our Pupil voice-Leadership Groups.

Consulting the Head Teacher

If you wish to simply ‘talk through’ something; are interested in trying out something new or have any concerns about anything please speak with the Head Teacher as soon as you can: before 08.45 / at break / at lunchtime / after 15.30 / as he goes about working in the school. The Head Teacher is only too happy to meet with you / hear from you.

Cycling Proficiency for P6 Pupils



In April / May Primary 6 pupils have an opportunity to undertake a Cycling Proficiency Course consisting of 6 two hour sessions; one session per week) using their own bicycles. If a pupil does not have a bicycle this is not a problem – just let the Class Teacher know. Before the course pupils are invited to bring their bicycles to school for a free maintenance check with experts ‘Dr Bike’. Details will be issued.

Dalkeith High School

Most Primary 7 (P7) pupils transfer to Dalkeith High School for S1 (Secondary 1). Dalkeith High School organise the following:

- a full day’s learning experiences for Primary 6 pupils
- an open evening in November for August S1 pupils and their parents / carers
- two full days’ transition for P7 pupils, normally the Tuesday and Wednesday of the second full week in June.

Dalkeith Learning Community (DLC)

Tynewater Primary School is part of the Dalkeith Learning Community which also includes:

- Dalkeith High School
- Danderhall Primary School
- King’s Park Primary School
- Saltersgate School
- Woodburn Primary School

The Dalkeith Learning Community staff increasingly work together to ensure improvements in learning and act on an Annual Improvement Plan. A Head Teachers’ Steering Group meets twice a term. A P6 Learning Council meets twice a term.

Dalkeith DLC P7 to S1 Transition

Starting in June 2022: Non-residential P7 to S1 Transition at Dalkeith High School for all Primary 7 pupils in our Dalkeith Learning Community. Information will be issued in due course.

Dates / Diary Information

Diary Information for the whole school is emailed as an attachment to **Information for Parents / Carers** at the beginning of each term; this information is placed on our school website; it is also given to families in paper form if they have indicated to receive it in this way.

Early Learners and Primary pupils start and end each term on the same days. Early Learning Staff produce and issue Early Learning **Information** at the start of each term.

Eco School



Tynewater Primary School gained its first Eco School Green Flag in September 2013. We encourage everyone in our school community to learn more about, and live out, practices to protect and sustain our environment, locally, nationally and internationally. **Our school should always be litter-free.**

Our Eco School Committee is one of our Pupil voice-Leadership Groups meeting weekly for 45 minutes.

Emergency First Aid at Work

All Teachers, Learning Assistants, Early Learning / Nursery Staff, Playground Supervisors, our Administrative Assistant and Kitchen Staff undertake certified training every three years. In addition, Mrs Jackie McNairn (Learning Assistant) undertakes certified Emergency Aid at Work training.

There is a First Aid kit in each atrium. Each teacher has been issued with a box of plasters and wipes. Relatively minor injuries in the playground are dealt with by Learning Assistants in the Playground using their Emergency Aid kit. Pupils with injuries can be brought to the School Office by a classmate. Following consultation with the Head Teacher / Principal Teacher, Office Staff will inform parents of any injuries.

Feedback / Suggestions





Parents / carers are invited to complete questionnaires at various times during the nursery year. Your views and comments are very important for school staff as we continually improve our early learning and primary education provision and services that we offer.

We welcome your approach and encourage you to speak with us. Feedback forms are available in our nursery foyer and School Reception beside a golden **Feedback / Suggestion Box**.

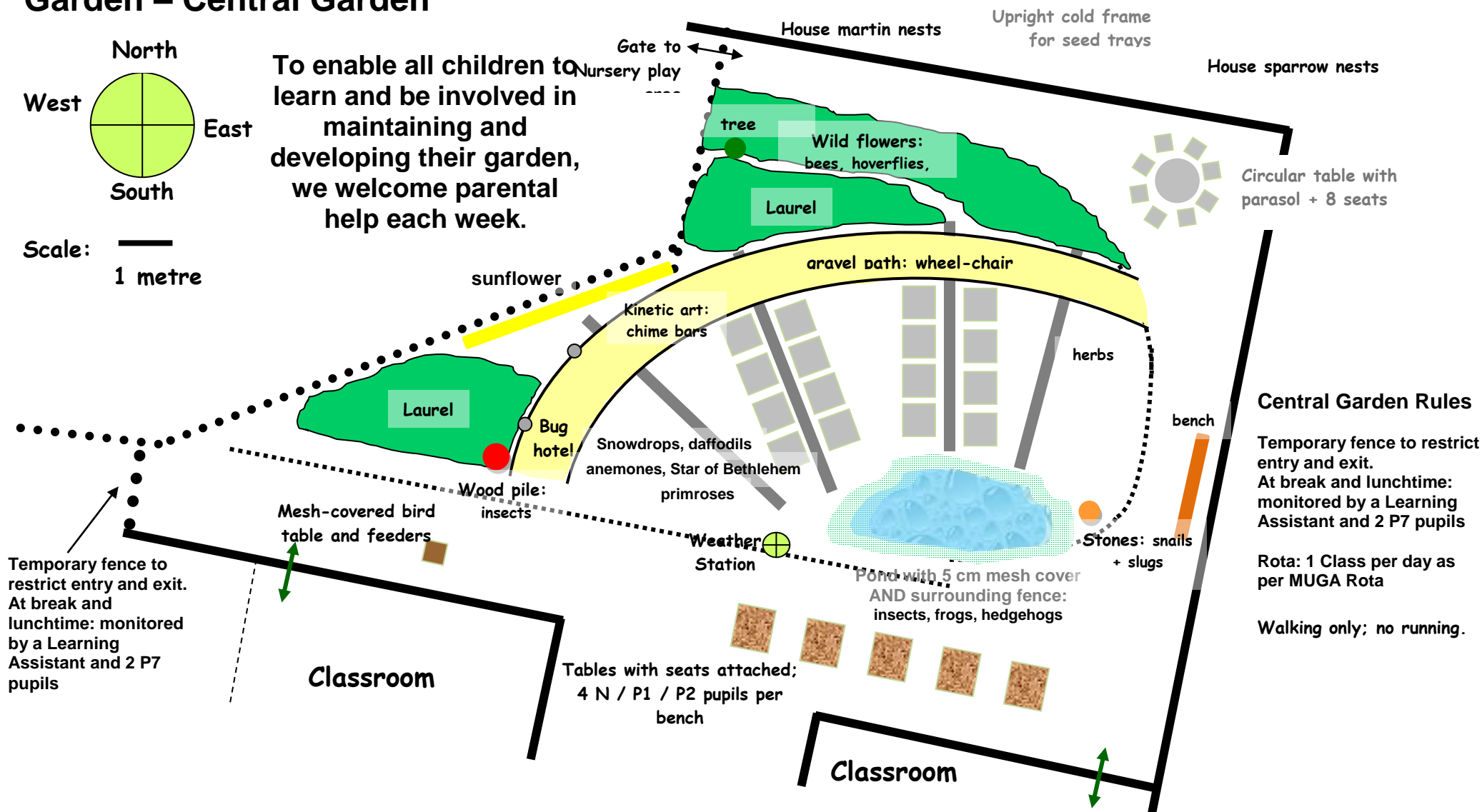
Fire Safety Whole school unannounced fire drills are carried out at the beginning of each term and at other times.

Football Coaching **See After-School Activities**

French language  All pupils at Tynewater Primary School, from Nursery to Primary 7, learn French language. Teachers and learners are continually improving their knowledge and skills.

Garden  The early learning setting and school grounds have areas for all children to experience growing, taking care of, and harvesting vegetables and soft fruit. Weekly voluntary help from parents, grandparents and members of our community allows all children to learn in our gardens, through all four seasons.

Garden – Central Garden



Getting It Right For Every Child (GIRFEC) / Wellbeing Getting it Right for Every Child works alongside **Building the Ambition** document to ensure that all the children's needs are being met and we are providing the best care possible.
Staff undertake regular training to ensure we are following the current guidelines.

Golden Rules **Our Golden Rules are the foundation of our school policy and practice in promoting positive behaviour**

We are gentle.	We don't hurt others.
We are kind and helpful.	We don't hurt anybody's feelings.
We listen.	We don't interrupt.
We are honest.	We don't cover up the truth.
We work hard.	We don't waste our own or others' time.
We look after property.	We don't waste or damage things.
We play well with others.	We don't spoil others' games.
We care for the playground.	We don't damage or spoil anything.
We take care of litter.	
We keep the playground safety rules.	

Gym **See Physical Education (PE)**

Hall / gym hall / school hall We use the school hall to develop Physical Education (PE); games; dance and movement, and assemblies, bringing all the children together for shared activities and experiences.

Head lice

It is essential that all parents/carers regularly check for outbreaks of head lice. We no longer notify individual classes so please help us to reduce the number of infestations by checking your child's hair regularly for lice and their eggs. Treat it immediately to prevent them spreading.

Advice about treatment can be obtained from local chemists or go to: www.nits.net/bugbusting or **NHS Choices – your health, your choices:**

<http://www.nhs.uk/Conditions/Head-lice/Pages/introduction.aspx>

<http://www.nhs.uk/Conditions/Head-lice/Pages/Treatment.aspx>

Health and Safety

It is paramount that the nursery / school environment is always healthy and safe. The Head Teacher and all School Staff continually carry out risk assessments for any new or repeated activity.

If any parent / carer notices a hazard; damaged furniture, resources or fabric of the building, they must report it as soon as possible to the Office

Health and Wellbeing

For information please go to **NHS Choices – your health, your choices:**

<http://www.nhs.uk/Conditions/Pages/hub.aspx>

Homework

Please see the A to Z entry: **Learning Beyond School; at home and 'out and about'**

Hygiene and washing hands

Could we please make every effort to ensure that children wash their hands thoroughly after being at the toilet; before eating any food, and regularly throughout any given day. Also can we please encourage children to keep their fingers; pencils, and pens out of their mouth. We realize this is not so easy! Both practices will go a long way in trying to avoid the Norovirus ('winter vomiting disease').

Information for Parents / Carers and Learners

Information for parents and pupils is issued by the Head Teacher each term on paper and on the school website and includes a comprehensive diary of events, times and arrangements for parents/carers to highlight. If details need to be changed due to unforeseen circumstances, we always try to give as much notice as possible. If you would prefer to receive most information by email, please complete the form issued by the School Office.

The following are placed on our school website:

- At the start of each learning period (4 to 6 weeks) respective Outline Plans prepared by each Class's Teacher and pupils;
- Two weeks after the start of each term, a magazine page prepared by each Class's Teacher and pupils.

Internet Safety

P1 to P7 pupils engage in learning about appropriate use of the internet, safety and security.

How unmanaged home use of the internet, video gaming, messaging and live conversations can affect children's development, and progress in learning

Schools and homes across the world are increasingly experiencing a number of phenomena which are having a clear adverse effect on children's development and learning; their behavior; social interactions, and their mental health and wellbeing.

These phenomenon stem from the ways that a growing number of children are being allowed to use or mis-use the internet when parents do not know what their children are accessing, messaging or saying, and to whom.

At school children openly speak about what they are involved in, and this is reflected in their thinking, language, behavior, and progress in their learning.

An increasing number of children from early years onwards are using or being exposed to video games or YouTube footage which is totally inappropriate; of a violent, vengeful nature; and which uses language that is completely unacceptable.

This use, and or exposure to unlimited video / social media has become a mainstay of an increasing number children's 'play' and lives as they spend inordinate amounts of time often alone in their bedrooms engaged in these activities. Some children are so addicted to playing certain video games that they do not join their family at mealtimes or for outings.

All of this is placing children at an immense disadvantage in learning to read – the vital key to learning; learning to engage with others, and learning to form and keep **real friendships**.

All parents have the responsibility to ensure that their children are safe when using the internet AT HOME, and always knowing what their children are accessing, messaging or saying, and to whom.

- How well do you know and use the parental settings that are part of every digital technology product, tablet, or phone?
- How well do you know and manage what video games your child is playing or being exposed to?
- How well do you know and manage your child's use of all social media platforms?
- Who are your children messaging, texting or speaking to? – Would you allow your child to speak with a complete stranger on their own in your home?
- Do you know what your child is actually messaging, texting or saying - all of which can be deleted automatically, for example Snapchat, or by your child so that there is no evidence except what the recipient received?
- Is your child involved in bullying through messaging by text or by their voice?
- Is your child being bullied online?
- How well do you know and manage your child's use of a mobile phone?
- Does your child really need a mobile phone?

Please note: Pupils' mobile phones are not allowed on school premises; they must be handed to the Learning Assistant at the playground gate on arrival at school at 08.30; pupils are responsible for collecting them from the School Office at 15.30 / 12.25 Fridays.

Are you allowing your child screen time when they need to be getting ready for bed, sleeping or waking up?

For both adults and children: too much screen time; screen time close to bedtime or first thing in the morning has a detrimental effect on the quality of sleep; their next day, and overall growth and development.

The NHS recommends that children should not experience screen time during the 60 minutes before bedtime.

You can find information to keep your child safe here:

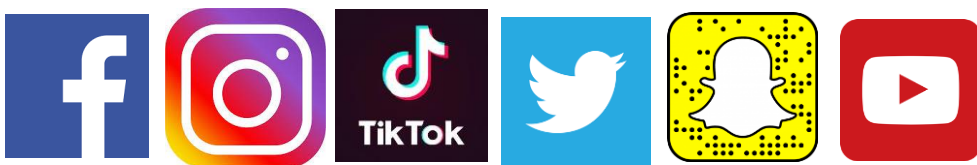
<https://www.nspcc.org.uk>

<https://www.saferinternet.org.uk/advice-centre/social-media-guides>

<https://nationalonlinesafety.com/resources/platform-guides/>

Age Restrictions

Did you know that social media websites require users to be at least **13 years of age** to access and use their services? These include:

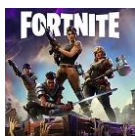


Facebook, Instagram, TikTok, Twitter, Snapchat, YouTube

Console and computer games also come with an age restriction, for example:



Minecraft Not suitable for persons under **7 years of age**. Certain features are restricted for users under 13 years of age.



Fortnite: Battle Royale
Not suitable for persons under **12 years of age**.



Grand Theft Auto Series
Not suitable for persons under **18 years of age**.



Call of Duty Series
Not suitable for persons under **18 years of age**.

For guidance go to: <https://www.nspcc.org.uk>
Help your children stay safe online:
Work as a TEAM

You just have to follow these 4 easy steps:



Talk about staying safe online.



Explore their online world together.



Agree rules about what's OK
and what's not OK.



Manage your family's settings and controls.

... and repeat – making it part of your everyday life!

Learning Beyond School: at home and ‘out and about’

For the early part of your child’s life, before he / she joined a play group, nursery class or school class, you and those around you were your child’s teachers. – **You are still your child’s main teachers**, and Staff at Tynewater Primary School are employed to give you professional help with your child’s learning. Your child spends only 17% of his / her week with us for learning within our school.

Learning Beyond School, at home, and out and about is often an overlooked tool for your child learning most effectively at school. Your help, your concern, your sharing quality time with your child(-ren) is an important part of Learning beyond School, indeed there is no substitute.

It is our policy and practice at Tynewater Primary School to encourage all of our pupils to engage in Learning Beyond School, regularly each day. Week by week, your child can be encouraged to progress through a variety of learning opportunities.

If you have any questions about any matter relating to your child’s learning, please remember that you are always welcome to consult your child’s teacher. We hope that you will support us in our efforts to provide the most effective learning opportunities for all our pupils; by working in partnership, we can make this happen.

“I thought school was the place for learning.”

Why do children need to Learn Beyond School: at home and ‘out and about’?

- Learning is a natural, life-long process, not just for school.
- The more interesting and stimulating lives children can lead out of school, the more they can contribute to their learning in school.

Learning Beyond School, whether formal or informal:

- encourages individual children’s ownership and responsibility for their learning;
- helps children to plan and organize their time, and develops good habits, self-motivation and self-discipline;
- gives parents information about their child’s learning and progress, week by week, especially through Seesaw;
- gives opportunities for parental support;
- creates channels for home-school communication.

By using your child's online portfolio on Seesaw to talk about what he / she is learning.

By using your child's online account on **Reading Cloud** to talk about what he / she is reading from our School Library.

By your child reading a set piece or chapter in preparation for discussion in school (10 to 30 minutes depending on age):

- by listening to your child reading;
- by reading with him / her;
- by asking your child some questions to see if he / she has understood what has just been read.

By your child finding out something or preparing something that he / she can contribute to his / her class learning.

Why do we ask all pupils to carry out a variety of short learning activities beyond school?

To maximize all pupils' progress in their learning.

By devoting quality time with your child.

P1, P2, P3 + P4 (as appropriate)

By your child practising new letter sounds and new words introduced by his / her Teacher in class so that your child really knows these and can then progress to new letter sounds and words.

By your child **practising** a set of number facts appropriate to their stage - either adding, subtracting, multiplying or dividing - number facts that he /she really needs to know to solve problems and make progress in all areas of maths.

By spending quality time outdoors exploring your local environment / countryside, for example: nature walks, bug hunts, and building dens.

By helping at home.

By discussing the news, current events, and topical science, with your child.

By encouraging your child to take part in a club, sports, Brownies, Scouts, Youth Clubs, play a musical instrument, or sing in a choir.

Please see our list of useful apps.

Learning Beyond School

By making sure that your child's gets enough sleep!

By managing your child's 'screen time' including none at bedtime or when they wake up.

By being very selective about your child's viewing online, television and video programmes.

By going over any learning activity with your child, then leave them to complete the activity independently.

By providing your child with some HB pencils, colouring pencils, a sharpener, eraser, and a ruler.

By showing a positive and supportive attitude towards your child's learning at school, the efforts of your child's Teachers, Head Teacher and your School.

How can I help my child to learn most effectively?

By taking part in all of your child's Parent-Pupil-Teacher meetings and Open Mornings - if possible, so that you can celebrate their learning and achievements.

By providing a suitable table-top and seat.

By giving your child lots of genuine praise and encouragement to build up their self-esteem.

By devoting time to talking with your child about what they have been learning, each day.

If your child needs to practise or prepare something, by setting aside an appropriate amount of time at a suitable hour!

By ensuring an appropriate atmosphere so that your child can concentrate on what they are learning.

Learning Beyond School

Digital Tools to Support Learning

Tynewater Primary School use digital tools to enhance teaching and learning. These tools can also provide benefits for Learning Beyond Home. Below are a range of education tools which you may find useful to support your child(ren)'s learning.

Key Tools



SeeSaw



Reading
Cloud



Accelerated
Reader Home
Connect



Twitter
@TynewaterPS

Literacy & Language

Learning Beyond School



Jolly
Phonics



Read with
Biff, Chip
and
Kipper



Word
Monsters



ABC
Gurus



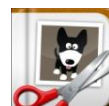
CBeebies



Bubl ABC



Bizzibrainz
I imagine



My Little
Story
Creator



Pocket
Phonics



Little
Writer



Letter
Monster



Hairy
Phonics



Writing
Wizard



Bizzibrainz
I learn



Plotagon



First
News



Me Books



Duolingo



Scots
Dictionary
for
Schools



Puppet
Pals



Mematic

Numeracy & Mathematics

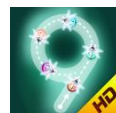
Learning Beyond School



Operation Math



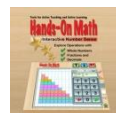
Number Board



Kids Academy 123



Bee Bot



Hands on Math



Khan Academy



Oh No Fractions!



XtraMath



Glow Burst



Shape Monster



Let's Do Maths



The Math Learning Centre



One Billion Apps



Little Digits



Tops Marks



Star Dash Studio



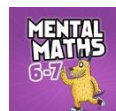
Sumaze



Kickbox



BBC Bitesize



Let's do mental maths



Sumdog

Creativity Tools

Learning Beyond School



Edupuppet



Sockpuppets



Tellagami



Toontastic 3D



Skitch



Book Creator



Explain Everything



Popplet



Quik



Green Screen



Pic Collage



I can animate



Lego Movie Maker



Videoscribe

An easy-to-read book ***Maths for Mums and Dads – Take the pain out of maths homework*** by Rob Eastaway and Mike Askew published by Square Peg / Random House ISBN 978-0-224-08635-6, priced £10.99 can be borrowed from the School Office.

Learning Beyond School

Summary of possible learning activities at each stage

Learning Beyond School activities have most impact for children’s learning when they are varied; this may be to provide additional targeted support; be linked to specific classroom learning experiences, or be relevant to a specific time of year, event or festival.

Below are some examples of the types of Learning Beyond School activities which may be set. Activities may be different from child to child, as we support each child’s learning journey. Class Teachers do not adopt a ‘*one size fits all*’ approach to learning beyond school.

Stage	Possible learning activities
Nursery / CfE Early Years	<ul style="list-style-type: none"> • Big Bed Time Read books and activities • Library Books to share • Learning songs / words / sentences for assemblies
Primary 1 CfE Early Years	<ul style="list-style-type: none"> • Library Books / reading to share • Jolly Phonics flash cards and word building activities • Oxford Reading Tree keyword activities • Oxford Reading Tree reading book and accompanying questions and / or activities • Numeracy games including Sumdog • Learning songs / words / sentences for assemblies • Preparing Personal Talks
Primary 2 Primary 3 Primary 4	<ul style="list-style-type: none"> • Library Books / reading to share • Jolly Phonics flash cards and word building activities (P2) • Oxford Reading Tree keyword activities • Oxford Reading Tree / Treetops / reading fiction, poetry or an information book

Curriculum for Excellence Second Level	<ul style="list-style-type: none"> • Reading comprehension • Daily reading with book of pupil's choice • Fry's Common word reading activities (P2 and P3) • Spelling words shared on Seesaw online portfolio (P3 and P4) • Numeracy games including Sumdog • Numeracy / Maths written activities (P4) • Learning words / sentences / songs for assemblies • Preparing Personal Talks • Personal Research for topic
Primary 5 Primary 6 Primary 7 Curriculum for Excellence Second Level	<ul style="list-style-type: none"> • Library Books / reading fiction, poetry or an information book • Reading comprehension • Spelling words and activities • Individual target learning • Numeracy games including Sumdog / Xtra Maths • Numeracy / Maths written activities • Learning words / sentences / songs for assemblies • Preparing Personal Talks • Personal Research for topic

Learning Outdoors

Learning Plans for

At the start of each learning period (4 to 6 weeks), Learning Plans for Parents prepared by each Class's Teacher and pupils are placed on our school website.

Parents

Learning Support

Learning support takes a variety of forms and is provided by Class Teachers and Learning Assistants for all our pupils in one planned form or another or in a combination of forms.

Learning Technologies

Pupils have access to ipads and desktop computers and are taught skills in using these technologies. A large green screen is available in our Expressive Arts Room for video recording with high quality sound recording.

Learning Together Sessions

Periodically Staff arrange 'Learning Together Sessions'. Please come along and learn more about how you can help your child to learn, and meet the staff who work with your child. We encourage your active involvement in your child's learning.

Lending Library

Children's Rights Article 28 – All children have the right to a good quality education.

All Pupils have ready access to our wonderful School Library and are strongly encouraged to borrow books and to read for enjoyment. Each class has a weekly library session, allowing time for browsing and borrowing supervised by your child's Class Teacher or a Learning Assistant. We are grateful for the help provided by a number of Parent Librarians during Class Visits, and in protecting books for use by children. More Parent Helpers would be most welcome.

Your child's Class Teacher should notify you when his / her library session is.

Library bags

Every Tynewater Primary School and Nursery Pupil has received a Library bag for the protection of books. The Library bag also has the Pupil's unique bar code that is scanned when books are issued. Pupils who do not have their Library bag will not be issued books to take home. Exceptions may be made at the discretion of the Class Teacher.

Library bags are funded by the Parent Council. If a Pupil loses their Library bag, there is a replacement cost of £4.40. A letter will be sent home requesting payment be sent to the school office.

Borrowing and Returns

Pupils may borrow up to two books. The loan period is two weeks. A Pupil can return books at any time during the loan period. Once a book is returned a new book can be borrowed.

Renewals

Pupils can extend their loan period by speaking to a Librarian, via the web-based Reading Cloud or via the iMLS app. This will extend the loan for a further two weeks.

Reservations

Pupils can reserve books by speaking to a Librarian, via the web-based Reading Cloud or via the iMLS app. Once reserved, the Librarian will inform the Pupil when it is ready for collection. Reserved books are kept behind the circulation desk. Reservations will be kept for 2 weeks.

Overdue Books and Replacements

Overdue notices will be sent home in school bags. Once an overdue notice is sent home, it is expected that the book is returned immediately. Once a book is 30 days overdue, the Head Teacher will request that the book or the cost of a replacement book is handed into our School Office to continue to benefit all our pupils..

Leavers and Transfers

If a Pupil is a P7 Leaver or is transferring to a new school, please endeavour to return all school property to the school including Library bags and Library books.

Lending Library Policy

Keep track of your library books by using Reading Cloud!

What is Reading Cloud?

Reading Cloud is an online library management system that has additional tools and features to develop literacy and language.

How can you access Reading Cloud?

Each child / you will be issued with a 3 digit username and password. This is the 3 digit code written above the barcode on their library bags. After entering these numbers, pupils have to begin typing Tynewater and select Tynewater Primary School from the drop down menu.

What you can do with Reading Cloud at home?

Once a pupil has signed into their Reading Cloud account, they can access a number of tools and functions. They can create their own avatar; engage in discussions about books; keep track of the books they have on loan, and reserve books in advance of visiting the library. Children can also use Reading Cloud to write book reviews of books they have read and read the reviews written by others.

We hold regular book review competitions through the Reading Cloud. All children will be given details of each competition and encouraged to write there review at home and/or in school (where possible).



Select the **My Account** button from the top of the page.

This will load the **My Account** page showing books on loan, past loans and reservations.

If a loan is overdue it will show a red prompt with details of how overdue it is:

This loan is 342 days overdue!

Items that are not overdue can be renewed on the Reading Cloud or you can ask the Librarian to renew it for you when you are in the library.

If you see something on your account that is not correct, speak to your Teacher straight away!

This loan is due tomorrow...

Renew



Lost Property

All parents are advised to label all footwear, garments and items. If something cannot be found, a search by the pupil is best made when the cloakroom is 'clear'. Our Parent Council places lost property in a box outside our School Office, and displays items at various events throughout the year.

Lunchtime Clubs / Active Schools

Active Schools Staff, on behalf of Tynewater PS, run a number of lunchtime clubs, one day per week, from 12.45 to



Medical Care/ Administering Medication

Parents should inform the school in writing of any special medical conditions or requirements, particularly conditions that may need the essential emergency administration of medication. A special form for the administration of medicine can be obtained from the School Office.

There is no obligation on school staff to administer medication of any kind to any pupil, and parents are asked to note that routine medicine will not be administered by the school. This includes antibiotics, cough bottles, pain killers, creams, eye, ear and nose drops. Parents should make arrangements for children to take this medication when at home and should not send it to school.

Where a child has a condition that may lead to others being affected, for example, a contagious infection, the Head Teacher should be notified.

For information please go to **NHS Choices – your health, your choices:**

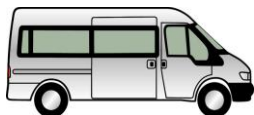
<http://www.nhs.uk/Conditions/Pages/hub.aspx>

Milk / Water

Our Administrative Assistant issues Order Forms. Milk must be ordered by parents in advance. A list of pupils who have purchased milk is given to each Class Teacher. **Pupils can bring water as an alternative to milk, but no forms of juice are allowed.**

Mini-bus transport for pupils – provided by Midlothian Council

- At the drop-off and pick-up lane, we ask all parents to give priority to the safety of children using mini-bus transport.
- Each morning, mini-bus drivers should be able to drop-off pupils at the gate to the playground so that children only need to walk a few metres across the pavement to the playground.
- At 3.30 pm Monday to Thursday inclusive and at 12.30 pm on Fridays, pupils should walk the few metres from the playground to the pick-up lane where they will board their mini-bus, sit down and fasten their seat belts.
- The mini-bus drivers will not leave until the go-ahead is given by a designated member of staff who will supervise the



boarding of mini-buses.

- If a pupil is not using the mini-bus on any particular morning, their parent should speak to the driver concerned.
- **If a pupil is not using the mini-bus on any particular afternoon, their parent needs to inform the School Office who will inform the appropriate members of staff BEFORE 16.30 / 12.30.**
- **P1 to P4 pupils registered to using a Midlothian Council mini-bus should line up in the corridor BEFORE 15.30 / 12.30 to be accompanied along the corridor by a designated Learning Assitant, to leave the school by the P5 to P7 exit.**
- Pupils are expected to behave responsibly and safely at all times: when waiting for, boarding, sitting in, the mini-bus, and disembarking.

Mobile Phones

Pupils need to hand in mobile phones to the Learning Assistant on duty at our Playground Gate from 08.45. Pupils can receive their mobile phones from the School Office at 15.30.

Music



From Nursery to Primary 7 we use the online music resource Charanga.

P6 and P7 pupils can receive 45-minutes weekly instruction in playing a brass instrument or the clarinet.

Nativity: P1, P2 and P3

P1, P2 and P3 Staff and pupils produce a musical Nativity during the final three to four weeks of the October to December term. The Nativity is normally performed on the final Tuesday, Wednesday or Thursday at 09.30 and 18.30.

No Smoking



Smoking is not allowed on school premises, both inside our school building and in our school grounds.

Norovirus / Vomiting Disease:

NHS Lothian Advice for Schools (staff and parents) Dec 2011 to date

Symptoms

Symptoms often start with the sudden onset of nausea followed by vomiting and watery diarrhoea. Some people may have a raised temperature, headaches and aching limbs.

The illness is self-limiting and the symptoms will last for 12 to 60 hours. Most people make a full recovery within 1-2 days. However some people (usually the very young or elderly) may become very dehydrated and require hospital treatment.

Exclusion periods

Those who have been infected should be excluded for up to 48 hours after their symptoms have ceased.

Treatment

There is no specific treatment for norovirus apart from letting the illness run its course. It is important to drink plenty of fluids to prevent dehydration. Norovirus does not respond to treatment with antibiotics.

Incubation period

Usually 24 to 48 hours.

Infectivity

The infective dose is extremely low, a person can become infected as a result of contact with a very small number of virus particles e.g. from touching a contaminated toilet or touching the area surrounding a vomiting incident.

A person remains infectious for 48 hours after symptoms have ceased.

Spread

Noroviruses are found in the vomit and faeces of infected people.

People can become infected with the virus in several ways including by:

Eating food or drinking liquids that are contaminated with norovirus

Touching surfaces or objects contaminated with norovirus (e.g. toilets, handles and taps and then placing their hand in their mouth).

Having direct contact with another person who is infected and showing symptoms (for example, when caring for someone with illness, or sharing foods or eating utensils with someone who is ill).

Norovirus / Vomiting Disease:

NHS Lothian Advice for Schools (staff and parents) Dec 2011 to date

Prevention of cases of norovirus

Good hygiene is especially important in preventing yourself and others from becoming infected.

Norovirus is easily spread from one person to another and the virus is able to survive in the environment for many days.

Norovirus is prevented from spreading by excluding those with symptoms, regular hand washing and robust environmental cleaning.

Hand washing

After every visit to the toilet and before handling or eating food pupils and staff should wash their hands thoroughly with soap and hot water, and should dry them on single use paper towels.

Young children may need supervision to ensure that adequate hand washing takes place.

An adequate supply of toilet paper, soap and paper towels should be available in school toilets at all times.

Cleaning

Regular cleaning is important.

Vomiting and diarrhea can cause widespread contamination of the surrounding area (clothing, furniture, flooring, doors and handles). Any surfaces potentially contaminated should be thoroughly cleaned with hot soapy water and a diluted bleach solution at the correct dilution-see manufacturers' guidance on bottle.

Toilet bowls, seats and flush handles along with any other surfaces that may

have been touched by contaminated hands (i.e. door handles, tap handles etc.) should be washed and disinfected daily with and a diluted bleach solution at the correct dilution-see manufacturers guidance on bottle.

Exclusion

Pupils and staff who have been infected should be advised to remain off school for 48 hours after their symptoms have ceased. They should not visit friends or relatives in hospitals, nursing or residential care homes for 48 hours after their symptoms have ceased.

Care of affected cases

If possible anyone with symptoms should use a designated toilet not in general use by others.

Disposable gloves and aprons should be worn by staff cleaning up after an episode of illness.

Soiled clothes and bed linen should be washed on a hot wash.

Nursery Classes

Our Nursery Classes / Early Years learning and teaching are the foundations for pupils' learning journey in our school and therefore a vital and integral part of our school.

Open times for parents of Nursery to P7 pupils

Termly Information issued to each family gives the dates and times of our Open Times / Nursery 'Stay and Play' Times, normally on a Friday morning with a corresponding 'Stay and Play' Time for our Afternoon Nursery Class. If you can, please come along at the end of each 5 or 6-weeks' period to learn about what the children have been learning and to celebrate their achievements.



Parent Council

The objectives of our Parent Council are:



- To work in partnership with the school to create a welcoming school which is inclusive for all parents, guardians and carers of children attending Tynewater Primary School.
- To promote partnership between the school, its pupils and all its parents.
- To develop and engage in activities which support the education and welfare of the pupils.

- To identify and represent the views of parents on the education provided by the school and other matters affecting the education and welfare of the pupils.

Parent Forum All parents / carers with a child or children at Tynewater Primary School are members of our Parent Forum.
www.parentzonescotland.gov.uk

ParentPay Frequently asked questions

Activating your account

I don't have a computer, how can I use ParentPay?

You can access the ParentPay website from your smartphone or tablet, or why not visit your local library and book a computer? Alternatively, you may be able to get access to a computer at your work, but you should check the policy in your workplace before doing this.

Why do I need to log in via the mygovscot / myaccount?

'myaccount' is a simple, secure way to access a range of services provided by Midlothian Council online.

I am having problems activating or signing in to mygovscot / my account, what should I do?

Note that if you are using Internet Explorer, you may have to update to Internet Explorer 11 to access ParentPay. If you are having issues with mygovscot myaccount, the support service can be found on <https://www.mygov.scot/myaccount/>

I am having problems accessing ParentPay

Your first line of any enquiry should be your school office. They will contact ParentPay on your behalf if they are unable to help.

Can more than one family member pay for items for a child?

Please ask at the school office and they will be able to set up another ParentPay login for your child's account. You won't be able to see each other's personal details, but will see payments and account balance for the child.

I've lost my activation codes/forgotten my username/password

The school office will be able to reissue your activation codes and username.

If you have forgotten your mygovscot / my account username/password, you should go to the mygovscot sign in page via

<https://www.parentpay.com/public/client/security/#/login>

and click the forgot password or forgot username box.

I already have a ParentPay account for another one of my children, can I merge their accounts?

Yes. Log into the account you want to use as your master ParentPay account; go to 'Add a Child' and enter your new activation codes. Follow the on screen instructions to add your children at any ParentPay school from one account (up to 6 children).

My children attend different schools using ParentPay, can I add them all to my account?

Yes. The rollout of ParentPay is on a phased basis so you may not be able to do this straight away, but once you receive an activation letter for each child from their school, you can add your child(ren) to your account.

Using ParentPay

How can I make a payment?

ParentPay accept Maestro, Switch, Delta, Electron, Solo and Visa debit cards. You can also use MasterCard and Visa credit cards.

If it's easier for you to continue to paying in cash, ParentPay supports PayPoint. PayPoint payments can be made at any store that has a terminal (there are thousands of terminals in newsagents, convenience stores, supermarkets, garages and off-licences around the country). Details on how to pay using PayPoint can be provided by your school office.

Are online ParentPay payments safe and secure?

Yes. All card transactions are processed securely and are encrypted. ParentPay and the school do not have access to your card details.

Standard website addresses begin with the letters http. However, the address for a secure site will always begin with https.

You will also see a small padlock at the bottom/top right of the screen on our login page and after you have logged into your account.

Never enter your card details, or personal data on any web page whose address does not start https.

How does my school know I have paid?

The administration staff within your school are notified that you have made a payment. They know which pupil the payment is for, how much has been paid and the item(s) you have paid for.

What about personal information?

We operate under strict guidelines set out by the Data Protection Act and hold a very limited amount of information about you and your child to administer your account.

We do not share or give information to any other organisations.

ParentPay will never contact you by phone, email or mail and ask you to divulge confidential information like passwords or card numbers.

If you are contacted by someone claiming to be from ParentPay, call ParentPay immediately on 02476 994 820.

Are there any charges for using ParentPay?

ParentPay is a free service for our parents.

How do free school meals work?

Pupils entitled to free school meals will have their ParentPay account credited each day. Because all account types are accessed in the same way, whether paid for or free, the new system allows those pupils receiving free school meals to remain completely anonymous. Free school meal credit balances will not be carried over to the next day.

Who should I contact if I have further questions?

Your first line of any enquiry should be your school office. They will contact ParentPay on your behalf if they are unable to help.

Pencil Cases

Pupils should not bring their own pencil cases to school as all items are provided by the school. This ensures that every child has access to high quality items and that personal items are not lost, and that limited table-top areas are not cluttered with larger and larger pencil cases.

**Permission
for
photographs
and video
recordings**

Permission for photographs and video footage placed on any social media

From any school event, please ensure that you do not post on any social media any photographs or video footage of children, other than your own, without the permission of their parents; or of staff or other parents, without their permission. Thank you.



**Physical
Education
(PE / Gym)**

For PE (Physical Education) / gym – both indoors / outdoors:

- a gym kit bag (This can be ordered with pupils' uniform.)
- black plimsolls or trainers
- plain navy blue / blue shorts / tracksuit bottoms – **not football team shorts**
- a white or yellow school polo-shirt or t-shirt – **not football team tops**



- plain white or plain coloured socks

PE Kit bags and clothing can be bought through our school clothing Supplier Image Scotland.

To be hygienic, your child needs to take home their PE / gym clothing / bag each Thursday to be washed each weekend, and brought back to school fresh and clean each Monday.

If a pupil does not have suitable indoor footwear for PE, they can always participate in their bare feet. If a pupil does not have PE kit, they should still take part in the activities. Teachers should notify the Office after the second time. The School Office will issue a generic letter / phone call to parents.

To be hygienic, your child needs to take home their PE / gym clothing / bag each Thursday to be washed each weekend, and brought back to school fresh and clean each Monday.

Teachers and pupils use our school hall and MUGA (Multi-Use Games Area) to develop Physical Education (PE); games; dance and movement. There is a large, magnetic whiteboard in the Staffroom for booking the use of our Hall and other areas.

Physical Education for every child:

- High quality teaching / learning
- At least two hours per week – not including changing time.
- Teachers use the Staffroom Timetable to book the PE Hall or MUGA (Multi-Use Games Area) or basketball / netball area. Equally, the school grounds can be used for orienteering and other learning activities.
- Examples of session times: 3, 4 or 5 sessions x 30 to 60 minutes. The Head Teacher is very happy for every pupil to experience PE every day.

In June, at Callander Park, with all parents invited, the school organises class races for P1 to P7 pupils and P1 to P7 Team Sports.

Tynewater PS pupils take part in the following:

- Midlothian P6/P7 indoor athletics in January
- Midlothian P6/P7 outdoor athletics in June
- P5 to P7 Orienteering at Vogrie Country Park

Playground, Playtimes and Lunchtimes **Safety is paramount. Our Golden Rules are the basis for all school, class and playground behaviour and underpin our whole-school system for promoting positive behaviour.**

- | | | |
|---|---|------------------------------------|
| We are gentle. | ✓ | We don't hurt others. |
| We are kind and helpful. | ✓ | We don't hurt anybody's feelings. |
| We play well with others. | ✓ | We don't spoil others' games |
| We care for the playground. | ✓ | We don't damage or spoil anything. |
| We take care of litter | ✓ | |
| We listen. | ✓ | We don't interrupt. |
| We are honest. | ✓ | We don't cover up the truth. |
| We keep the playground safety rules. | ✓ | |

Playground Supervision Playground Supervisors are given training by the Head Teacher and the Active Schools Co-ordinator. Children must respond appropriately to the Playground Supervisors' guidance. Each week, two Playground Buddies are appointed from each class. P7 pupils act as 'buddies' to P1 pupils.

The school gates are locked shortly after 08.45 and children are unable to leave the school playground during the morning interval or during the lunch break. The loss of a ball over the perimeter fence must be reported to the Playground Supervisors.

A good range of play items is available for pupils' use at breaks and lunchtimes. Pupils should bring to school only what is essential. To make life easier getting ready for school and leaving home in

Playground play items

the morning, to avoid one-upmanship, loss and time taken trying to find items, it is most helpful if pupils **DO NOT BRING** the following to school:

- any form of toy gun or weapon
- small replica cars, farm and construction vehicles
- collectors' cards or any other kind of cards

A small soft toy is acceptable but it is entirely the responsibility of whoever brings it.

A range of physical play items are readily available to all pupils at breaks and lunchtimes; these are regularly replaced and added to.

Pupils should bring and wear suitable outdoor clothing. When the weather is fine, pupils can enjoy eating their packed lunch in our garden. If the weather is inclement, children will remain in their classrooms during the morning break and at lunchtime, supervised by the Playground Supervisors, Head Teacher and Principal Teacher. Table-top / floor games are available.

Pupils are allowed to bring a bicycle to school only if they wear a cycle helmet. Covered storage facilities are available just inside the school gates. Pupils should not cycle in the playground.

Primary Parent-Pupil- Teacher meetings

See Reporting P1 to P7 pupils' progress to parents / carers and pupils

Privacy Notice from Midlothian Council School and Nursery



How your personal information is used by School's and Nurseries.

Here at Midlothian Council, we take your privacy seriously. Under the Data Protection Act 2018, you have a right to know how we collect, use and share your personal data.

This privacy notice explains the information we need in order to carry out School and Nursery provision. This activity is part of the Education Service provided by Midlothian Council. More information about the Education Service privacy notice can be found at:-

https://www.midlothian.gov.uk/info/200285/access_to_information/338/privacy_and_cookies/9.

Our Privacy Promise

We promise to collect, process, store and share your data safely and securely.

What lets us collect your information?

If we work with you we will be acting under some, or all, of the legislation noted below:

- Education (Scotland) Act 1980
- Standards in Scotland's Schools etc. Act 2000
- Children and Young People (Scotland) Act 2014
- Education (Scotland) Act 2016
- Children (Scotland) Act 1995
- Equality Act 2010

What kinds of personal data do we collect?

The personal data we collect might include your **name, date of birth, address, National Insurance number, or other information that identifies you**. If necessary, we might also collect what is called 'special category' data – that is, sensitive information such as medical/health information.

How do we collect your personal data?

We collect your personal data in many different ways. You might give us your personal data yourself, by entering your information in a form on the Council website or by contacting a Council officer in person, in writing or over the phone. We might also receive your personal data from other agencies or local authorities. If we share information regularly with another organisation, the conditions for sharing your personal data are set out in an Information Sharing Agreement.

How do we use your personal data?

The personal information we need to collect is required for the purpose below:

To secure the safety and welfare of every child of school age and ensure that their education is directed to the development of the personality, talents and mental and physical abilities of the child or young person to their fullest potential.

Why do we share your personal data?

The sharing is necessary for the exercise of the Council's Education function under the Education (Scotland) Act 1980, Children (Scotland) Act 1995 and related legislation.

With whom do we share your personal data?

If necessary, we might share your personal data with other agencies and authorities, depending on the service being provided. We will only share your personal data if it is necessary to do so, and the appropriate conditions have been met.

The external bodies with whom we share School and Nursery information might include (organisations with a star are mandatory):

- NHS Service: Immunisation and Dental Health*
- Police: Where appropriate and for the purposes of Child Protection*
- Scottish Government: ScotXed (Scottish Government Data Exchange)*
- Scottish Children's Reporter Administration *
- Glow: Scottish Schools National Intranet supplied by RM Education
- Other Local Authorities
- Parentpay: Pupil payment service
- Others (software suppliers etc)

- SQA (Scottish Qualifications Authority)*
- SEEMIS (Scottish Education Establishment Management Information Service)*
- 3rd Party Assessment providers including but not exclusively Granada Learning, CEM (Centre for Evaluation & Monitoring).

Personal data also might be shared between Midlothian Council services, including Children's Services.

How long do we keep your personal data?

Your personal data is kept in line with Midlothian Council's Retention Schedule. The retention schedule sets out the kinds of information the Council creates and uses, how long it should be kept, and what should be done with it at the end of its 'life'. To access our retention schedule please click on the link below:

https://www.midlothian.gov.uk/downloads/file/1632/business_classification_schemeretention_schedule

Further Information

You can also find out more about how we use your information to detect and prevent fraud or crime, information collected through our website, recorded telephone calls, CCTV, the rights you have under the Data Protection Act, and how to contact us by referring to the overarching Midlothian Privacy Notice at <https://www.midlothian.gov.uk/privacy>.

Promoting Positive Behaviour

See Achieving an Optimum Learning Culture

Pupil Council



Each pupil from Primary 1 to 7 has the opportunity to put himself / herself forward for election as a Boy or Girl Representative for their Class – as part of a Pupil Council which meets each week, facilitated by the Head Teacher. Nursery pupils stay for a shorter time. The purpose of the Pupil Council is to improve learning in our school. The views of all pupils are surveyed to inform decisions. The Primary 7 Girl and Boy Representatives are the School's Head Boy and Depute Head Boy, and the Head Girl and Depute Head Boy who work as Chairperson and Secretary.

Pupil Voice-Leadership Groups



Each P1 to P7 pupil is a member of a mixed-stage P1 to P3 or P4 to P7 Pupil Voice-Leadership Group. Each group comprising about 18 children is facilitated by a Teacher meets for 45 minutes each week. The following groups are active in making improvements to learning and our school:

- Rights Respecting School
- Eco Committee
- Making our library a special place for learning
- Health Group
- Charities Group
- E-twinning Group
- Communicating school news
- Learning to learn better and better

Pupils work together in the same group for two terms.

Recycling



Rag Bag Textiles Recycling Scheme for School Funds and to help our environment “accepts all good quality, clean and dry clothing, paired shoes, handbags, wallets and ties. They do NOT accept soiled or wet clothing, pillows, cushions, duvets carpets or rugs.”

Bags will be issued. **To ensure that items are kept dry, please deposit bags under our P4 to P7 shelter near the P4 to P7 entrance by 08.45 on any given date.** Please do not bring any bags to school before this date.

Relationships, Sexual Health and Parenthood

Relationships, Sexual Health and Parenthood (RSHP) is part of the Health and Wellbeing curriculum for all ELC and school aged children across Scotland. At Tynewater Primary School we make use of a nationally developed resource, which has been developed by the Scottish Government in conjunction with teachers, parents, NHS boards and other agencies called RSHP. The resource, lessons and activities are fully accessible to view at rshp.scot. The RSHP programme is broken down into levels from Early Level through to Senior Phase, containing age and stage appropriate activities for learners and information for parents on supporting learning at home and at school.

There are 7 key themes that run throughout the curriculum:

- **Bodily autonomy, consent and protection from harm**

- Emotional wellbeing and help-seeking behaviour
- Equalities and inclusion
- Gender equality, discrimination and gender-based violence
- Parenthood and families
- Relationships and friendships
- Sexual health and reproduction

RSHP is an extremely important part of our curriculum and helps us provide a safe, healthy and inclusive learning environment for all pupils.

Religious and Moral Education

Please see a separate document **Religious and Moral Education** in Information for Parents on our school website.

Reporting P1 to P7 pupils' progress to parents / carers and pupils



We organise P1 to P7 Parent-Pupil-Teacher Meetings in October, January and April / May on two afternoons / evenings 16.00 to 18.30 and one Friday afternoon 13.00 to 15.30

We look forward to meeting you on one of the above occasions to discuss your child(-ren)'s progress and how we can work together to help your child(-ren) with his / her / their learning.

We invite all parents of P1 to P7 pupils to a 15-minutes' meeting. If there is something in particular that you wish to talk about, please write a note on the back of your reply slip. If you and your child's Teacher find you need more time to talk, you can arrange another meeting after 15.30 Monday to Thursday inclusive, or after 12.30 on a Friday.

Our Learning Support Teacher is available from 16.00 to 18.30 to take part in the meetings of pupils who are currently receiving additional support with their learning.

We encourage all parents / carers, to meet with us so that we can involve everyone who is responsible for your child's education. Individual P1 to P7 pupils are most welcome to take part in their consultation meeting along with their parents / carers.

Please allow at least 15 minutes *before* an appointment for your child to show you examples of his/her learning in the area outside his/her classroom. Children love to tell you about what they are learning.

Parents / Carers are given the opportunity to indicate their preferred day / time by completing the form below and returning it to your eldest child's Teacher by a certain date. We try to meet your first preference as far as possible. If any day is suitable, this is helpful to us in co-ordinating times. Appointments will be issued as soon as possible. Late returns will inevitably result in being offered only remaining appointments.

Progress Reports written by respective Class Teachers are issued to parents and pupils in the third week of June.

Rights Respecting School



Pupils, parents and staff of Tynewater Primary School are working towards recognition as a Level 2 UNICEF Rights Respecting School

Safety: accident and incident reports



All school staff received training in emergency aid in September 2018 and will do so every three years.

Depending on the nature of the accident or incident, parents / carers are informed straightaway by telephone or at the end of the by note. Staff should write a note of any accident or incident in a dedicated duplicate book and a copy will be sent home.

Staff and parents must inform the Head Teacher of any serious accident or incident. This will be investigated and a written report submitted to Midlothian Council Health and Safety.

School Improvement Plan

The priorities for our School Improvement Plan are identified from self-evaluation and feedback from all stakeholders and partners, assessing how well we are operating as a school to meet the needs of all our learners. A draft School Improvement Plan is discussed with our Parent Council, our P1 to P7 Pupil Voice-Leadership Groups, our Early Learners and our Tynewater Staff Team. Once our priorities are agreed, a summary of our School Improvement Plan is

shared with all parents / carers by 30 September with an open invitation to be involved in helping to achieve our priorities.

SeeSaw online portfolios of learning

Since May 2017 we have been pioneering the use of online portfolios of learning for individual pupils to communicate with parents / carers almost daily about their child's learning.

In the first instance, Parents / Carers will be invited to take part in an Introductory Meeting when they will receive their password in order to engage with their child and their child's Teacher in using SeeSaw.

Skiing Instruction



Each school year P6 and P7 pupils have the opportunity to undertake a skiing course at Midlothian Ski Centre. The course comprises six 50-minutes lesson with fully qualified instructors over a six-weeks' period. At school, before the course starts, pupils have an introductory meeting with the Skiing Instruction Co-ordinator. With coach transport to and from the Centre and changing times the duration of each session is around 3 hours. Details including cost are normally issued in October.

Skills for life, learning and work

The School invites parents / carers / grandparents / members of our community to share their work / employment skills and experience with groups of pupils in a short presentation (15 minutes), and then an opportunity for pupils to ask prepared questions (20 to 30 minutes) which will be passed to any visiting speaker 2 to 3 days beforehand.

If you can show some photographs of your work / you at work via a memory pen or mobile phone, this would be great for the children to see.

If you are interested, please complete and return the form in A to Z Information on our School website. Please feel free to speak with the Head Teacher about anything.

Sports



School Sports are held in June. Parents are most welcome to attend. Normally three afternoon dates (due to dependency on weather) are given in our Summer Term's Information to Parents for each of the following: **P1 to P7 Class Races** and **P1 to P7 Team Sports**.

Stakeholder Surveys

All stakeholders of our school – parents / cares, pupils, staff, members of partner agencies and members of our community – are surveyed regularly to gain feedback about our collective performance.

Standards and Quality Report



In August, the school publishes a Standards and Quality Report about our performance as a school which includes details of :

- attainment in standardised assessments and other assessments
- achievements
- feedback from pupils
- feedback from parents

This report is issued to each family in paper form and published on our website.

Swimming for P4 pupils



Midlothian Council provides instruction in swimming and transport to either Dalkeith or Lasswade Leisure Centre for all Primary 4 pupils, for 20 sessions, one per week. Details will be issued by our School Office.

Sun cream / sunblock



If the weather is very warm and sunny, we ask parents to apply their own sun cream or sunblock at home, before coming to school.

Theatre Visit

P1 to P7 pupils can visit to the Lyceum Theatre, Edinburgh for their December performance. Booking Forms are normally issued in September.

Transition from Early Learning to Primary 1

We are constantly working on the transition to school for all of our children; weekly opportunities to visit the gym hall and library, develop familiarity with the school setting. As part of a May-June programme, pre-school nursery children will experience two sessions (09.15 to 11.00) with their Primary 1 Teacher. Also, the Primary 1 Teacher and the Learning Assistant will get to know the children in their Nursery Class setting.

Useful Contacts

Midlothian Education: Fairfield House, 8 Lothian Road, Dalkeith EH22 3ZG

Midlothian Council website: <http://www.midlothian.gov.uk/>

Chief Executive	Dr Grace Vickers	0131 271 3002
Executive Director Children, Young People and Partnerships	Fiona Robertson	0131 271 3718
Head of Children & Families	Joan Tranent	0131 271 3721
Schools Group Managers	Julie Fox	0131 271 3726 0131 271 3725 0131 271 3701
Additional Support Needs Manager	Jennifer Allison	0131 271 3689
Principal Educational Psychologist	Leisa Randall	0131 271 6686
Education Officer, Lifelong Learning	Annette Lang	0131 271 3923
Placing Requests, and Primary School Swimming Programme	Vacant	0131 271 3733
Education Maintenance Allowance	Barbara Scott	0131 270 6765
Free School Meals and Clothing Grants	Nicky McLean	0131 271 3655
School Lets	Mhairi MacLennan	0131 271 3705
Parent Councils	Vacant	0131 271 3739
Home to School Transport Section	Debbie Hunter	0131 561 5453
Early Years Manager	Rob Beal	0131 271 3694
Scottish Government 0131 556 8400	Victoria Quay, Edinburgh EH6 6QQ	
Education Scotland 0141 282 5000	Denholm House, Almondvale Business Park, Almondvale Way, Livingston EH54 6GA	

Visiting your child's Class

If you wish to visit your child's Class, simply speak to the Head Teacher, even on the day that you wish to visit, or you can make an appointment via our Administrative Assistant.

Voluntary Help


The school welcomes help from parent volunteers. An invitation is extended to every parent / carer at the beginning of each term, but you can speak to your child's Class Teacher at any time.

Voluntary Help from Parents / Grandparents / members of our community enables us to extend the range of learning experiences that we can offer pupils. We value help enormously and extend an invitation to parents, grandparents and members of our local community to work with us, if possible, on a regular basis with small-group learning activities. Even one hour per week can be a tremendous help to our pupils and teachers. Except for Nursery, you may be assigned to a class that is not your child's class, as this may be more helpful for the school / children's learning for the times you are available.

Please don't be nervous about getting involved; a teacher will always give you instructions and guidance. **If you are interested, could you please complete and return the following form by _____ to enable Teachers to form their timetables?** You should receive an acknowledgement from your child(-ren)'s Teacher(s) OR another Teacher within seven days indicating whether or not your help is presently needed.

Please note that everyone needs to be fully checked with the Criminal Records Office and that all voluntary help is monitored by me as Head Teacher. Thanking you in anticipation.

Douglas Lawson *Head Teacher*

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Please return this form to your child's Teacher by _____

Family name:	<input type="text"/>	Parent's signature:	<input type="text"/>	date:	<input type="text"/>
Child(-ren)'s name(s) and stage(s):	Nursery		P		
	P		P		

I am interested in being a Volunteer Helper with the learning by small groups of pupils as instructed by a Teacher. *Please tick as appropriate.*

Weekly baking	<input type="checkbox"/>	Science investigations	<input type="checkbox"/>	Weekly Lending Library	<input type="checkbox"/>
Language	<input type="checkbox"/>	Maths problem solving	<input type="checkbox"/>	Protecting library books	<input type="checkbox"/>
Art and craft	<input type="checkbox"/>	Model-making	<input type="checkbox"/>	Cataloguing library books	<input type="checkbox"/>

I have the following skills / experience that our Early Learning / School may be interested in:

<input type="text"/>

I can help as follows: *Please tick / indicate in-between times / stage, as appropriate.*

	08.45 to 10.25		10.45 to 12.25		13.25 to 15.30	
Mondays						
Tuesdays						
Wednesdays						
Thursdays						
Fridays		Assembly				

Walking to school



We encourage parents and children to walk to school - if at all possible.

Website Class Magazine pages

Two weeks after the start of each term, a magazine page prepared by each Class's Teacher and pupils is placed on our school website.

Wellbeing

See **Getting It Right For Every Child (GIRFEC)**

Youth Clubs

Midlothian Community Learning and Development staff run Youth Clubs in our Community Room on Tuesday and Thursday evenings. Contact details can be obtained from our School Office.