

Welcome to Buckstone Primary School



"Learning and Succeeding Together"

School Handbook
2014-2015

**A Foreword from the Director of Children and Families
Session 2014-15**

Dear Parents and Carers,

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

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

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

I am pleased to introduce this brochure for session 2014/15 and hope that it will provide you with all the relevant information you may need concerning your child's school. If you have any queries regarding the contents of the brochure please contact the Head Teacher of your child's school in the first instance who will be happy to offer any clarification you may need.

Gillian Tee

Director of Children and Families

Children and Families Vision

Our vision is for all children and young people in Edinburgh to enjoy their childhood and fulfil their potential.

We believe that children and young people do best when:

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

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

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



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Edinburgh and Lothians
Stage Two 2009-2012

Buckstone Primary School
Buckstone Loan East
Edinburgh
EH10 6UY
Tel: 0131 445 4545
admin@buckstone.edin.sch.uk
www.buckstone1.ik.org.uk

Dear Parents/Guardians,

Welcome to Buckstone Primary School! I look forward to working in close partnership with you and your child over the next seven years.

In Buckstone Primary School we aim to create a secure and happy learning environment in which every child feels safe, confident and valued as an individual and is encouraged to work hard and to achieve his/her full potential.

This handbook is designed to give you an understanding of how the school is organised.

Please do not hesitate to contact the school if you require further information.

Yours faithfully

Diane Palmer

Diane Palmer
Head Teacher

Welcome to the Buckstone Primary School Handbook.

This handbook offers an introduction to our school and a general overview of the education your child will be getting at school.

If you have any questions, or would like any further information on any aspect of this handbook or the education of your child, please do not hesitate to contact me.

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

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

Contact Details

Name of Head Teacher – Diane Palmer

Name of School – Buckstone Primary School

Address – Buckstone Loan East, Edinburgh, EH10 6UY

Telephone Number – 0131 445 4545

Website - www.buckstone.edin.sch.uk

E-mail Address – Admin@buckstone.edin.sch.uk

About the school

Stages of Education provided for – Nursery – P7

Present Roll - 491

Organisation of the School Day

Start Time – 8.50am

Morning Break – 10.30am

Lunch Time – 12.10pm

Afternoon Break - None

Finish Time – P1&2 Mon-Thur 14.45pm, Fri 12.15pm

P3-7 Mon-Thur 15.20pm, Fri 12.25pm

Gym days for pupils are: P1G Monday & Wednesday P1T Wednesday & Thursday

P2C/ P2G Thursday & Friday

P3F/P3M Tuesday & Thursday P3/4 Monday & Thursday

P4B / P4/5 Monday & Wednesday

Gym days cont. P5F/ P5G Tuesday & Wednesday

P6B Tuesday & Thursday P6W Monday & Tuesday

P7H/ P7K Monday & Thursday

Assembly days for pupils Friday

About the School

Buckstone Primary School, situated on the South-East side of the Buckstone Estate, flanked on one side by woods and Mortonhall Golf Club, was opened on 19th April 1977 and has become the focal point of the community. The school prides itself on its strong links with parents, its friendly, welcoming atmosphere and its rich and varied curriculum.

The buildings are semi open-plan in design; all classrooms are carpeted and open out to three main multi-purpose areas. Toilet and cloakroom facilities are within the areas. There is a well equipped hall/gymnasium, library, resource room and music room. The school is non-denominational for pupils from Nursery to Primary 7.

The school is used by many clubs and organisations every evening e.g. dance classes, youth club, gymnastic club etc.

Further information on all clubs may be obtained from the school. All applications and enquiries on letting procedures should be directed to the Letting Department, City of Edinburgh Council, Waverley Court, East Market Street, Edinburgh. Tel: 0131-469-3255/3452.



Buckstone Nursery Class

Buckstone has a Nursery Class which opened in June 1993 and at present takes 40 children in the morning and 40 children in the afternoon. The nursery building is situated in the school grounds, with its own enclosed outdoor play area.

The nursery staff sees each child as an individual with his or her own needs and interests; value the family and its continuing role in the development and education of the child; endeavour to offer to the pre-school child a carefully chosen and structured experience which develops the skills, knowledge and attitudes of the child.

The nursery class is very much part of the whole school and is included whenever practical and appropriate in school activities.

Please apply to the School Office for further information and application forms for the Nursery Class.

Please note that when parents enrol their child in the Nursery Class this does not guarantee their child a place in Buckstone Primary School Primary 1 class.

Class formation



This session we have two classes in P1, P2, P3,P5, P6 & P7,one P4 and two composite classes P3/4 and P4/5. The current school role is 491. It should be noted that children may see more than one teacher in their class. Teachers may share classes during the week with e.g. one teacher working 2 days and the other teacher 2.5 days. In addition, the National Agreement for teachers states that each teacher will have no more than 22.5 hours class contact during the week. This means that another teacher/s will take the P3-7 classes for the remaining 2.5 hours.

We recognise that skills for life form a vital part of every child's development. To ensure we give each child the best opportunity to develop their social skills, resilience and adaptability, it is our intention to mix registration classes within each primary stage at Buckstone Primary School on at least three occasions during the seven years at the school.

We have found that class organisation of this type allows children to widen their friendship base whilst learning how to sustain previous friendships.

Classes will be reformed sensitively, taking into account teachers' professional knowledge of your child. Children will also be given many opportunities to work together. Obviously your child's wellbeing is paramount and we will always monitor children to ensure additional support is given as necessary. Teachers from both classes within any one stage will plan together so that all children are offered similar experiences.

Pupils' Hours



Monday to Thursday	P1 and P2	P3-7
	8.50 - 12.10	8.50 - 12.10
	1.00 - 2.45	1.00 - 3.20
Friday	8.50 - 12.15	8.50 - 12.25

Morning interval for P1- P7 10.30 - 10.45 a.m.

We operate a policy of informal entry every day and the children can access their classrooms from 8.45 onwards to avoid queuing outside and to allow them to be ready for the start of day at 8.50 a.m. There may not always be an adult in the room as staff will be preparing for the day's work. If you do not wish your child to be in the building in these circumstances he/she can remain outside until the bell rings at 8.50 a.m.

Late arrivals must report to the school office as all other doors will be locked.

Teachers are required to record punctuality and parents are informed if this becomes a problem. We are required to gather information on punctuality for the City of Edinburgh District Council and it is also reported on in the end of session report.

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

School Security

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

After School Club

We have a busy and popular After School Club which operates from 2.45pm to 6pm and meets in St Fillans Church. Children are collected from school by the ASC staff and walk to St Fillans.

A charge is made and details can be had by phoning OSCARS on 0131 477 7574.

Agreed Term Dates for Session 2015-2016

Autumn

Term starts Monday 17 August 2015

Mid term holidays

- Monday 21 September 2015, Autumn holiday
- Monday 12 October 2015 - Tuesday 20 October 2015

Term ends Tuesday 22 December 2015

Christmas holidays

Wednesday 23 December 2015 - Wednesday 6 January 2016

Spring

Term starts Thursday 7 January 2016

Mid term break

- Monday 15 February - Friday 19 February 2016

Term ends Thursday 24 March 2016

Easter holidays

Friday 25 March - Friday 8 April 2016

Summer

Term starts Monday 11 April 2016

Mid term holidays

- Monday 18 April 2016, Spring Holiday
- Monday 2 May 2016, May Day
- Thursday 5 May 2016, staff only day to coincide with Scottish Parliament election
- Monday 23 May 2016, Victoria Day

Term ends Thursday 30 June 2016

Section One – Practical Information about the School

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

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

Communicating with the School

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

Registration and enrolment

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

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

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

Attendance and absence

It is the responsibility of parents of a child of school age to make sure that their child is educated.

Absence from school is recorded as authorised, that is approved by the children and families department, or as unauthorised, that is unexplained by the parent (truancy).

We ask families to notify the school office of an absence by 9am on the first and each subsequent day of absence. If we do not receive notification we will contact parents by text to alert them that their child is not in school.

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

It is particularly important that the school is informed if a child is not going to return to school after lunch. If a child has an appointment during the school day, a note with the date and time should be given to the teacher. **Parents must collect pupils from school for such appointments as pupils are not allowed to leave on their own.**

Please make every effort to avoid family holidays during term time as this will disrupt your child's education and reduces learning time. Absence can be approved from school for a family holiday in certain extreme situations, for example, in traumatic domestic circumstances where the holiday would improve the cohesion and wellbeing of the family. Please discuss your plans with the school before the holiday. If permission cannot be given before the holiday, it will be recorded as unauthorised absence. A holiday can be authorised if you can prove that work commitments make a family holiday impossible during school holiday times. Normally, your employer will need to provide evidence of your work commitments. Absence approved on this basis is regarded as authorised absence. Any requests for extended absence over two weeks will be referred to the Senior Education Manager: Inclusion who will decide if it will be recorded as authorised or unauthorised leave. Parents from minority ethnic religious communities may request that their children be permitted to be absent from school to celebrate recognised religious events. Absence approved on this basis is regarded as authorised absence. Extended leave can also be granted on request for families returning to their country of origin for cultural or care reasons. A supportive approach is taken to unexplained absence. However the children and families department has legal powers to write to, interview or prosecute parents, or refer pupils to the Reporter to the Children's Panel, if necessary.

Procedures if a child takes ill at School

If your child becomes ill at school and needs to be sent home, the following procedures are taken:

- the school will phone home / father's/mother's mobile
- if parent not attainable, father/mother will be phoned at work.
- if father/mother not available , emergency contact will be phoned

Should your child require medical attention :

- the school will phone parents at home, on mobile and at work
- if parents not at attainable, the school will phone family doctor.

It is very important that the school is kept informed of any changes to telephone/mobile numbers.

Should a child have an accident and require urgent hospital attention, they will be transported there directly by a member of staff acting in loco parentis. This action will only be taken in an extreme emergency and every effort will be made to contact the parents as quickly as possible.

You must advise the Head Teacher in writing about any strong views you may have on life saving decisions (e.g. blood transfusions), so that if an emergency arises and parents cannot be contacted, medical staff can be made aware of these.

School Uniform

Parents are asked to co-operate with the school in encouraging the wearing of school uniform for all pupils in P1–P7 as it gives children a sense of identity with their school.

Wearing school uniform contributes to a positive school ethos and helps avoid discrimination and reduces peer pressure to wear expensive designer clothing.

Uniform

- School sweatshirt or grey/purple jumper, cardigan (Senior Pupil sweatshirt for P7 only)
- School polo shirt or plain white/purple polo shirt
- White/grey shirt/blouse and school tie
- Grey/black school trousers/skirt or kilt
- Black shoes or plain black trainers (**no** prominent brand names)
- Lilac & white gingham dress (optional for summer wear)
- School blazer (optional)
- School Jacket (optional)

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

PE

- Gym shoes with non-marking soles (not trainers for gymnastics for safety reasons)
- T shirt and shorts (school T shirts ideal) **not football strips**
- School hooded sweatshirt (optional -only for PE)
- A small gym bag which can be hung up

For Health and Safety reasons your co-operation is requested to ensure that pupils are equipped to participate in P.E.

It is helpful to the teacher if pupils in P1 and P2 come to school on gym day wearing a shirt without a tie, or a polo shirt.

Please ensure that all items of clothing are named.

The school particularly discourages the wearing of branded sportswear i.e. jogging tops, bottoms, white or coloured trainers with prominent names, football strips for class or gym. Please help us by ensuring that pupils do not bring valuable or expensive items of clothing to school.

A lost property bin is placed in the P3 Area. Please look here for any lost items –it is usually packed to overflowing ! The bin is emptied termly after the children have been given an opportunity to claim any items belonging to them. Items are then given to the Fundraising team for their second hand uniform stall.

If at all possible please provide your children with some form of protective covering, i.e. an old shirt so that they can enjoy their artwork etc without fear of dirtying their clothes.

Where to find School uniform

At present school sweatshirts, polo shirts, kilts, jackets and fleeces can be purchased from Clan House at 28 Morningside Road though we are currently discussing other options. Other items of school uniform (e.g. school skirt/trousers, plain polo shirts) are obtainable from any shop which stocks children's school wear.

Although blazers are a tradition in Scotland and especially with the younger pupils it is recognised that in this climate anoraks can be more sensible – this is for parents to decide. Current prices can be obtained from Clan House.



Classroom Footwear

We are extremely fortunate to have a varied outdoor area for children to play in but this leads to very muddy shoes! To maintain our indoor areas we ask for a change of shoes to be provided for the classroom. Parents can decide the best way to address this. We find many children wear trainers to come to school and for break / lunchtimes then wear school shoes while indoors.

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

Footwear and Clothing Grants

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

- Child Tax Credit, but not working tax credit, with an annual income of less than £ 15,860
- income support
- jobseekers allowance[income-based]
- support under Par V1 of the Immigration & Asylum Act 1999
- income related element of Employment and Support Allowance

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

School Meals



Menus offer healthy and tasty meal options while reflecting the Scottish Government food and drink legal requirements for school lunches. Special diets and allergies are usually accommodated subject to consultation with parent/guardian and catering services. Meal prices are reviewed annually. The price of a school lunch is currently £1.90. Menus are available in the school office. Please send lunch money in an envelope clearly marked with choice of lunches for the week on a **Thursday morning**. The orders are sent in on Thursdays for the following week. If you fail to do this we are unable to provide a meal for your child as our catering supplier requires advance

notice. Please help us by sending money or cheques in a separate envelope for each child. Please enclose the exact monies as no change can be given.

Some pupils prefer to bring packed lunches from home. Parents are asked to avoid packing glass bottles and to put their child's name on lunch containers. **We have a number of pupils in school with severe allergies including nuts and their families appreciate your consideration of this when preparing snacks and packed lunches. Please help us make Buckstone a "nut free" zone.**

Milk

Milk money is paid in advance, annually. No rebates are made for milk not taken due to pupil absence. Parents will be advised of the cost by the school office.

Snack Attack

'Snack Attack' provides free fruit for pupils at P1 & P2 stages. The fruit is delivered to school and helps to promote a healthy diet in line with our Health and Wellbeing Policy.

Free School Meals

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

Travel to and from School

Cycling to School



All pupils are encouraged to cycle to school. We ask for safety reasons that the children wear cycle helmets. There are bicycle stands for storage of the bicycles. If these are full, children are encouraged to stack their bicycles neatly next to the stands.

Please note that neither the school nor The City of Edinburgh Council takes responsibility for any bicycles in the school playground. We do encourage the use of bicycle locks.

Children should dismount bikes and scooters at the school gate and walk through the playground to ensure the safety of all.

Safety of Pupils Near School Gate



In the interest of the safety of our children, the school car park gates are closed as follows:

Monday – Thursday 8 a.m. -3.30 p.m.

Friday 8a.m. -1 p.m.

Parents are reminded to park away from the school gates and be extremely cautious when driving or parking their cars near to the school.

If you have to park –

- then please park away from the immediate area of the gate.
- With older pupils please drop them off at the bottom of the school path and drive away from school along Buckstone Gate.
- Please do not park on pavements.
- Please do not block the road or driveways.
- When walking in or out of school grounds please use pedestrian paths - not the roadway.
- N.B. the Police do monitor at Buckstone to ensure the safety of the children.

We thank you for your help in keeping our children safe.

General Supervision

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

During intervals, our Learning Assistants supervise the children. There is always access to the building and the children are made aware of this.

School Security

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

Intervals and Inclement Weather Arrangements



In wet weather pupils are allowed to stay in their classrooms during breaks and at lunchtime. In all other weather children will be outside – please ensure they have adequate wet weather clothing suitable for our Scottish climate.

Supervision during these wet weather periods is provided by our Learning Assistants. A team of P7 Buddies also help supervise the P1-5 classes. We encourage the children to be very well behaved during wet breaks as supervision is limited.

We ask that children who have lunch at home do not return to school until very nearly 1.00pm on wet days.

Unexpected Closures

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

We will use our text alert system to communicate with parents and the closure will also be posted on our website.

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

Mobile Phones

We recognise the benefits of mobile phones. Many young people and their parents regard them as an essential means of communication. Mobile phones can be brought into school, however we ask that they are turned off and kept in schoolbags during the school day and only used outwith school hours.

Equality

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

English as an Additional Language

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

Complaints, Comments and Suggestions Procedure

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

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

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

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

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

Health and Safety

"Within the general policy laid down by The City of Edinburgh Council, the Children & Families Department has prepared and has continuing development of, safety policy statements for all areas of its responsibility in accordance with the [Health and Safety at Work Act 1974](#). School staff are fully instructed in their responsibilities in this respect, and safety regulations apply to all aspects of school life, both on and off the premises. It is expected that pupils will behave responsibly and comply with all safety requirements. The support of parents/carers in promoting good practice in health and safety matters is of great importance to the school".

School Health Service

A team of specialist Health Service and Children and Families Department staff work together to provide a service throughout your child's years at primary and secondary school. A planned programme is put into place to make sure that they benefit as much as possible from all that school has to offer, and to help prepare for life after leaving school. The School Health Service is part of the Community Child Health Service and has direct links with those who carry out health checks on children before they start school.

Many different services are provided. The staff involved make every effort to work closely with parents/carers and with others who are caring for your child, both at school and in other branches of the Health Service. Some of the services, e.g. testing for vision, hearing or speech, are provided to all children on a routine basis to discover which children may need

further tests or Parents/carers are not necessarily notified at the time of these screening tests and any parent who does not want a child to be included should notify the school at the beginning of the session. Naturally, if treatment is thought to be required the child's parents/carers will be informed and consent requested. The issue of maintaining confidentiality is taken seriously by the School Health Team at all times.

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

School Nurses are involved with health promotion and education, prevention of ill health, immunisation, health surveillance and screening.

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

The School Nurse may be helped by a Health Assistant. The School Nurse acts as an important link between home and school. She visits the school and liaises with the teachers to find out whether any pupil has a health need that requires to be addressed. The School Nurse can link with other members of the health team, in the community or in hospital, concerned with a child's health.

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

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

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

The School Doctor may ask for your consent to examine your child if his/her medical records are incomplete or if the doctor particularly wishes to check on his/her progress. You will be invited to be present at any medical examination and kept informed if the School Doctor wishes to see your child again, or thinks that he/she should be seen by the family doctor or a specialist in paediatrics. You can, if you wish, arrange for your family doctor to undertake the examinations instead of the School Doctor, but you may be charged a fee for this. In secondary schools the School Doctor may consider whether any special information should be provided for the Careers Service.

The School Doctor or Nurse will be pleased to see you and your child at a mutually convenient time if you are concerned about his/her health or general progress at school. With your consent, the School Health Service Staff also carry out immunisations to protect against various diseases.

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

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

Any enquiries concerning the provision of dental services should be made to:

The Director of the Community Dental Service, 16 Duncan Street, Edinburgh, EH9 1SR (Tel. 0131 667-7114).

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

information".

Fire Drills

Fire drills are held at regular intervals to ensure the safe and speedy evacuation of the school in an emergency. Alarms are tested weekly by our service support officers.

Head Lice

Head lice continue to be a community issue. Health policy dictates that children's heads are not examined in school for head lice. This is a parental responsibility. It is therefore very important that you regularly check and treat your child for head lice or eggs. Regular wet combing of your child's hair using a head lice detection comb is the best protection as it allows you to detect the condition and treat it speedily. For more information contact the school office.



Administration of Medication

Parents will be required to complete a form to let the school know if their child requires medication to be administered during the school day.

The forms are available in our school office and on our school website.

Gaelic Education

Gaelic-medium education, where pupils are taught the entire curriculum through the medium of Gaelic, is available at nursery and primary levels. There are Gaelic parent and toddler groups and playgroups across the city.

Edinburgh's first dedicated Gaelic nursery and primary school will be opening in the former Bonnington Primary School Building August 2013. Those children currently attending the Gaelic-medium unit, based in Tollcross Primary School, will transfer to the new school and the new P1 intake for 2013 will start at the new school. Pupils attending the school do not need to have prior knowledge of Gaelic. If you wish your child to attend the new Gaelic School from August 2013, you should register them at the existing Gaelic-medium unit at Tollcross Primary School. Pupils who wish to study Gaelic at secondary level can transfer to James Gillespie's High School which offers Standard Grade and Higher courses.

School Policies

We are working towards revising our school website which will provide you with details of school policies which may be of interest to you.

Section Two – Parental Involvement in the School

Parental involvement is very important as we know it helps children do better in school. This section contains information about how parents can be involved in supporting learning at home as part of a home – school partnership.

You can also find out more about the ethos of our school, what our values are and our aspirations for our pupils including how we celebrate pupil success, and links we have with partner organisations and the wider local, national and international community. Lastly, it includes information on our Parent Council and Fund Raising Committee, how to contact them and how parents can get involved in the life and work of the school.

Ethos

The ethos of Buckstone Primary School is central to successful learning and teaching. If children have a sense of belonging, they feel happy and secure and learn more effectively. We work hard to create a positive environment where everyone is valued and equipped with the tools to achieve their full potential.

Our Aims

At Buckstone Primary School we aim to develop in every child the four capacities of Curriculum for Excellence * to ensure that our children become Confident Individuals, Successful Learners, Responsible Citizens and Effective Contributors.

Our core values are resilience, respect, reflection, resourcefulness and responsibility. We are a Rights Respecting School and our school aims are reflected in our charter.

Buckstone Primary School Charter

The best interests of the child are at the centre of all we do. (article 3) **

In order to develop all children's full potential the school community offers an education that is broad and stimulating and includes a wide range of cultural and artistic activities. Respect for all is a key aspect of our school ethos. (articles 29 and 31)

In Buckstone we encourage 'pupil voice' through membership of a variety of committees. As a school we value the right to put forward our views and have these taken seriously. (articles 12 and 15)

To encourage respect and empathy, all school members will engage with strategies to deal effectively with conflict. This restorative approach to discipline will be employed by all members of the school community. (article 28)

The safety of all is the responsibility of the whole school community. (article 6)

As directed by the Scottish Government all school members will ensure that children know of their rights and their responsibilities within the United Nations Convention on the Rights of the Child. (article 42)

* further information on Curriculum for Excellence can be found on page 24

** articles are taken from the [UN Convention on the Rights of the Child](#).

Getting It Right For Every Child

We believe the child should be at the centre of all we do. We fully embrace the principles of 'Getting It Right For Every Child' and the multi agency approach which ensures all resources available to support children and learning in our school are in place.

Staff, parents, pupils, partnership services and agencies work together to meet the needs of all pupils to ensure we 'Get it Right for Every Child'.

Promoting Positive Behaviour

We aim to create a secure, caring, environment in which children can learn effectively and to encourage children to develop self-discipline, cooperation, teamwork, fair play and respect.

We have gained our "Rights Respecting School Level One Award" and work hard to ensure all children accept their individual responsibility to ensure our school is a safe and happy place to be. Each class teacher draws up an individual class charter with his/her class which is displayed in the classroom.

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

Positive Behaviour Strategies

We wish to encourage a partnership with you to ensure the best possible standards of pupil behaviour. We actively follow Restorative Approaches in dealing with the children and their behaviour.

Cool in School

We work hard to achieve a positive atmosphere in our school. At times, school can be a challenging social setting for everyone. We recognise that there are times when children have uncomfortable feelings, and need our support. At times your child may feel frustrated, upset or angry. It is important that we teach our children essential life skills to help them to cope at these times.

Our aims are:-

- to help children recognise and discuss their feelings about themselves and others.
- to equip children with the attitudes and skills they need to thrive in a changing society.
- to encourage parents and staff to work together to teach children respect for themselves and one another, in order that they can cope with the challenges of school.

Further information on Cool in School can be found on our website in the "Documents" section.

Restorative Approaches -

- develop, maintain and repair positive relationships- "Cool in School", "Creating Confident Kids", "Rights Respecting Children"

- help young people (and adults!) learn and develop the skills to make good choices now and throughout their lives
- enable us to acknowledge when we have harmed someone and think about what to do to put it right
- provide a framework and a set of processes which enable discussions and actions to put things right
- encourage us to consider our feelings and those of others (emotional well being)
- encourage us all to consider our behaviour and the effect it has on others

The steps below indicate how behaviour is addressed.

It is structured as follows:

- “Cool in School” strategies used by child
- adult intervention and use of the Restorative Approach
- inclusion of Senior Management team
- contact made with parents

Anti-Bullying Policy

Whilst many believe that children who bully must be punished for their behaviour, it is widely accepted that this type of response can at times be ineffective, dangerous, breed resentment and can make the situation worse.

Punishment can make a person resentful instead of reflective. Children who bully must be given the opportunity to hear about and face up to the pain, hurt, distress and anger they have caused to others. Punishment does not help to restore relationships and can result in further retaliation.

We discuss bullying with the children so that they understand what bullying is.

We aim to give the children strategies to deal with bullying and we aim to work with parents in this.

Copies of our Anti-Bullying and Positive Behaviour Policies are available on our website.

Pupil Voice

In school we have a number of pupil groups who take on additional responsibilities and take forward initiatives to make our school even better. These groups include a Pupil Council, an Eco Group, Librarians, Health & Wellbeing group, and Junior Road Safety Officers.

We also have a **Buddy System** and **House System** to support children and classes in the school.



Bells



Turnhouse



Harbour



Castlelaw

Celebrating Success

At Buckstone we are proud of our children and want to celebrate their achievements and successes as this is essential for building their self esteem.

We have many ways to encourage this e.g. children can be awarded “Achiever of the Week” or gain points for their House by demonstrating kindness and manners among other things.

We want to celebrate success out of school as well and children are encouraged to share their successes with us at Newsdesk.

Included in their Personal Learning Plans the children have a “Star Moments” sheet where we ask them to record any times which have been very special to them.

Achievements are also noted on the “Achiever” section of our website.

Parental Involvement

Parents Welcome

In Buckstone we view your child’s education as a partnership between home and school.

Parents play a vital role in the life of the school and all parents and carers are welcomed and encouraged to work with us to ensure a strong positive ethos for our children. Research has shown that when parents are involved children do better in school.

Communication with Parents

We make very good use of our school website: www.buckstone.edin.sch.uk

We send letters home regarding trips, parties etc.

We create “Homelink” newsletters fortnightly in which we inform you of all of the interesting events happening in school and ensure that you have all the important dates needed. Previous copies of Homelink letters are stored on our website.

If you prefer, you can obtain paper copies of Homelink letters and documents from the school office.

Our Communication Policy is available on our website.

Parents’ Consultations

We hold two Parents’ Consultation meetings each session in October and March which gives the opportunity for parents to discuss their child’s progress with teachers. All children are invited to attend these consultations and share their learning. If parents have any concerns at other times they are welcome to contact the school at any time to ask for information or for an interview.

We also share your child’s learning more informally with you throughout the year e.g. you will receive an overview of the key learning for your child’s class, individual learning targets for your child will be shared and opportunities such as class assemblies, open afternoons and shows provide further opportunities to be involved.

Each year in September we send home a summary of our Standards & Quality Report. This report highlights our achievements over the last year and an evaluation of key aspects of the school’s work.

Twice a year we hold Curriculum Evenings for parents and we have two ‘Drop In’ times when parents are invited into the school to see our learning in action.

Parental Help

Parents are encouraged to come into the school during the day to help. Many already help, both in the classroom and with other activities such as accompanying classes to events and on trips, organising resources, working with small groups on educational games. Some parents come in once a week, others monthly, or when required. If you would like to be involved in any of these activities or help in any other way, please do come along and tell us. You will be made most welcome. This support is invaluable and very much appreciated by the staff.

In the interest of child protection and safety, regular parent helpers must be disclosed through the Protection of Vulnerable Groups process. Disclosure forms are available from the school.

Parent Councils

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

Parents are welcomed to be:

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

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

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

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

The main aims of the Parent Council are:

- To support the school in its work with pupils
- To represent the views of parents
- To promote contact between the school, parents, pupils, providers of nursery education and the community
- To report to the Parent Forum
- To be involved in the appointment of senior promoted staff.
- To raise funds for the school for the benefit of pupils.

James Deas - Chairman
Fiona Brien –Vice Chair
Dawn MacNeil-Treasurer

Child in P2 and Nursery
Children in P2 and P5
Child in P7

We also strive to appoint a parent from each class as a class representative so the views of all can be shared.

Parent Council Meetings

- Meetings are held in public in Buckstone Primary School – anyone can attend
- There is a Buckstone Primary School Parent Council Website :
www.buckstoneparents.co.uk
- Copies of the Minutes of Parent Council meetings and relevant documents are available for inspection at the school
- A leaflet detailing the functions, membership and regulations governing Parent Forum is available from The Children and Families Department, Waverley Court, East Market Street, Edinburgh EH1 3EG

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

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

Pupil Council

Representatives from P2-7 are chosen by their classmates to stand on the Pupil Council. They have weekly meetings and are actively involved in the decision making of the school. They bring issues from and report back to their classmates. They lead initiatives and have presented their ideas to the Parent Council.

Section Three – School Curriculum

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

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

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

Curriculum for Excellence

Bringing learning to life and life to learning

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

Glow, Scotland's unique, world leading, online network supports learners and teachers and plans are already in place for parents across the country to have access to Glow. Parents should ask the school how to arrange access to Glow and a user name and password will be issued.

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

Curriculum for Excellence balances the importance of knowledge and skills.

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

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

There will be new ways of assessing progress and ensuring children achieve their potential.

There will be new qualifications for Literacy and Numeracy from 2012/13. New qualifications at National 4 and 5 will be available from 2013/14. Our well regarded Access, Highers and Advanced Highers will be updated to take account of and support the new approaches to learning and teaching.

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

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

Through *Curriculum for Excellence*, we provide learning opportunities which ensure: challenge and enjoyment, breadth, progression, depth, personalisation and choice, coherence and relevance. We plan learning and teaching with our pupils and offer many opportunities for learning in an interdisciplinary context.

It brings real life into the classroom, ensuring learning is relevant and helping young people apply lessons to their life beyond the classroom. Connections in their learning are made by linking knowledge in one subject area to another. It develops skills which can enable children to think for themselves, make sound judgements, challenge, enquire and find solutions.

Curriculum

Our pupils develop their learning, knowledge and skills in the following eight curricular areas

- Literacy and Language
- Numeracy and Mathematics
- Health and Well-Being
- Expressive Arts
- Social Studies
- Technologies
- Science
- Religious and Moral Education

Literacy and Language

Literacy has been defined within Curriculum for Excellence as 'the set of skills which allows an individual to engage fully in society and in learning, through the different forms of language, and the range of texts, which society values and finds useful' (Principles and practice: Literacy across learning, 2009).

Literacy permeates the whole curriculum and is central to children's learning.

Being literate increases opportunities for a child in all aspects of life, lays the foundations for lifelong learning and work, and contributes strongly to the development of all four capacities of Curriculum for Excellence.

Staff will build on the foundation which has been started at home and help them to use language effectively for a variety of purposes.

The literacy framework has three elements:

- listening and talking
- reading
- writing.

Literacy skills will be developed in all subjects and across the eight curriculum areas.



Reading

When children are learning to read they need to be taught and learn how to use a vast number of strategies and skills. In Buckstone we plan carefully to ensure that all of these skills are acquired, practised and developed using a wide variety of resource material e.g. reading schemes, library books, eBooks etc

Writing

Writing involves a set of complex skills that will not develop without structured teaching and practice. In Buckstone we use the ‘Big Writing’ approach which is based on child centred, interactive learning with a focus on four core targets of Vocabulary, Connectives, Openers and Punctuation (V.C.O.P)

We teach writing in a structured way to ensure progression, continuity and consistency.

Throughout the school the children use a variety of texts to gain more knowledge about how to improve their own writing. Children read to write and write to read.

Listening and Talking

There are many opportunities given for children in Listening and Talking. Over their primary experience the children will develop skills in conveying information through personal talks, they will be involved in group discussions and will share their experiences, feelings and opinions with others. They will also be given regular opportunities to share their learning at Assembly time.

They will be taught to listen effectively and respond appropriately. As the children progress from P1-P7, the tasks set and responses sought become more complex and demanding.

Numeracy and Mathematics

Numeracy is a vital skill that is important in everyday life. It is about being confident when solving problems, making decisions and analysing situations that involve number. Numeracy is key to lifelong learning, e.g. it enables a young person to understand scientific concepts, interpret figures and understand cause and effect.

In Buckstone children are taught core maths facts and they use these to develop maths skills and concepts and apply these to real life situations.

In numeracy the children will learn through active learning and purposeful play. They will develop problem-solving capabilities through:

- calculating mentally
- explaining their thinking
- using relevant contexts and experiences
- using technology in appropriate and effective ways
- collaborating and learning independently

In teaching Numeracy and Mathematics we encourage children to think and reason for themselves and also enjoy the challenges and creativity of maths. There are opportunities for children to develop their maths knowledge, skills and understanding in other curricular areas.

Health and Wellbeing

Health and Wellbeing promotes positive attitudes to healthy living and ensures pupils develop the skills they need for good mental, emotional, social and physical wellbeing now and in the future.

Part of Health and Wellbeing is Physical Education and Ms Hastie, our specialist teacher, is in school on Mondays and Tuesdays. Class teachers also teach weekly lessons to meet the 2 hour entitlement. Pupils in P3 also have swimming lessons for planned blocks in the year.

Part of the Health and Wellbeing curriculum is Personal and Social Development which includes positive behaviour, self esteem, sex education , drug education , personal safety and anti bullying. Parents will be informed when any 'sensitive' topics are to be covered.

Our residential experiences are a valuable part of the children's development. P5 have a three day visit to Broomlee Outdoor Centre at West Linton while P7 spend five days at Lagganlia Outdoor Centre, Kingussie.

Expressive Arts

Expressive Arts encompasses the areas of Art, Drama, Dance and Music. In each area children will be given the opportunity to use materials, techniques, skills and media; express feelings, ideas, thoughts and solutions; and evaluate and appreciate their own and others' work. We welcome visitors in school who will share their talents with the children and we also visit the theatre, concert halls and art galleries to promote diversity.

Children may also have tuition in brass or cello. Selection is carried out in accordance with the City of Edinburgh guidelines and takes place in P4 for cello and P6 for brass.

Religious and Moral Education

We follow a programme of themes to develop the children's understanding of the major world faiths and moral issues.

Children are encouraged to think for themselves and develop tolerance through finding out about other people's beliefs. Assemblies aim to increase pupils' understanding of themselves by reflecting on their own lives, those of others and the world in which we all live.

Parents and religious leaders make up our religious observance team. A list of topics for Assemblies can be found on our website

Social Studies, Technologies and Science

Through social studies, children and young people develop their understanding of the world by learning about other people and their values. They usually involve a project-based approach to learning. As well as developing skills and knowledge, children will develop informed attitudes about respecting the world around them and promoting active citizenship. The children will learn to develop their skills to investigate, interpret, record and present their findings. Throughout these studies, it is hoped that informed attitudes to the environment will be engendered.

When appropriate, classes will go on educational excursions to enrich the learning experience.

Some studies may last several weeks, others have a shorter focus.

Modern Languages

Our Modern Language programme begins in P6 where one class is taught French and one taught German by a member of staff trained in the language. In line with Cluster Policy the programme continues through Primary 7 to Boroughmuir High School.

Pupils practise listening, talking, reading and writing, learning to use personal language through discussion, the use of computer software and other teaching resources.

ICT to enhance learning

Information and Communications Technology plays an important part in our curriculum; children have opportunities for learning through ICT and in ICT.

Significant emphasis will be placed on learning through ICT, using ICT to improve pupils' knowledge, understanding and skills in a range of curricular areas and subjects.

We have a wide range of equipment to engage and enhance the children's learning experiences – these include iPads, laptops, Flip video cameras, digital cameras and animation equipment. Every classroom has an interactive whiteboard.

Interactive Whiteboards are available in all classes. They have been highly successful in :

- engaging pupils in their learning.
- motivating them through their enjoyment of demonstrating their knowledge on the interactive whiteboard.
- encouraging a higher level of pupil interaction in both teacher-directed and group-based lessons
- enhancing knowledge retention by making lessons more memorable as pupils are more engaged and motivated in class.
- accommodating different learning styles - visual learners benefit from note-taking, diagrams and manipulating objects or symbols on the large screen, whilst kinaesthetic and tactile learners can reinforce learning through exercises involving touch, movement and space on the interactive whiteboard.

Learning and Teaching

Research shows that children learn in a variety of learning styles and through a variety of teaching approaches. We want our children to develop vital skills and knowledge and a positive attitude to learning. We use many learning and teaching approaches and within this we aim to make learning as active as possible.

It is important to us that our children are happy and motivated to learn and that this attitude is the focus for learning and teaching.

In each curricular area children will work as a class, in groups and as individuals. There are also many opportunities for children to work with other classes and teachers.

Active Learning

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

Planning Children's Learning

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

Staff at each stage work collaboratively to complete longer term plans to ensure a parity of experience across each stage. Targets are set with the children in their Personal Learning Portfolios over the course of the year and these are shared with parents.

Support for Learning

In Buckstone, all children are encouraged to reach their full potential. Our Support for Learning teacher supports pupils in a variety of ways within class and occasionally withdraws groups of pupils who may require individual help in a specific area of the curriculum. Parents will always be informed if their children are to be withdrawn to work with our Support for Learning teacher on a regular basis.

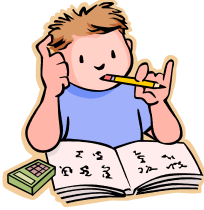
Please contact the Headteacher if you would like any further information about the curriculum within our school.

Further information about the curriculum can be found at:

www.parentzonescotland.gov.uk

www.curriculumforexcellencescotland.gov.uk

Homework



Homework is provided in Buckstone for a number of reasons:-

- to provide more practice in a topic introduced in school.
- to encourage children to become independent learners.
- to provide parents with an opportunity to share in their child's learning at home.

Pupils are regularly given homework to support their learning and to encourage them to become more organised and self supporting in their learning. Homework tasks will be given where a teacher feels a particular child, or group of children, may benefit from it.

Any homework given should not involve any unfamiliar skills and should not take a long time – **if your child is struggling endlessly with homework or never seems to have any, please contact the school.**

We have a clearly defined policy which is explained in the Parents' booklet in the document section of the website – www.buckstone.edin.sch.uk

Pupils' homework is detailed on the Home Learning Zone of the site.

Religious Instruction and Observance

Parents have a right to withdraw their children from religious education and observance and should contact the Head Teacher, in writing, if they wish to do so and alternative arrangements will be made for the child.

Extra Curricular Activities

We offer as wide a range of sporting and cultural activities as possible and these activities take place in lunch breaks and before or after school. Currently we have basketball, football, gymnastics, skiing, running club, mini kickers, street dance, and dance and children can learn French. There is an active Scripture Union group and P5-7 choir.

Educational Outings / Trips

As part of Curriculum for Excellence we try hard to take children on outings to broaden and contextualise their learning. Transport costs are always very expensive and we have to pass these costs on to parents. We do appreciate your support in this matter. School uniform should be worn on these outings unless otherwise stated.

Behaviour on Educational Outings/Trips

The school expects a particularly high standard of behaviour, good manners and obedience at all times and especially when children are taken on excursions out with school. Pupils who misbehave on outings will remain in school on any future outings. Where misbehaviour persists or if anything serious has occurred, parents are requested to come to school to discuss the matter.

Constant support and close cooperation between school and home usually ensures that any behavioural problems are resolved fairly and speedily.

Active Schools

The fundamental aim of Active Schools is to give school-aged children the tools, motivation and the opportunities to be more active throughout their school years and into adulthood. We have many exciting and varied clubs (e.g. rugby, cricket, yoga, cycling proficiency and athletics) available before, during and after school, as well as in the wider community. Forms and information are distributed to the children at the beginning of each term. For further information contact can be made with Andrew Caldwell, our Active Schools Coordinator. Email: andrew.caldwell@ea.edin.sch.uk
Tel: 07825386710

Assessment

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

We recognise that all pupils do not develop and progress at the same rate and, therefore, we use both group and individual methods to ensure that all pupils are given appropriate instruction and the opportunity to succeed. Please contact the school as soon as possible if you have any concerns about your child's progress. We assess in order to inform next steps, check that learning has been retained, to report on progress, to impact on outcomes for learners and to raise attainment.

In Buckstone, we utilise the four main types of assessment to build a clear picture of every child and their learning:

- Holistic approach- setting of individual targets for Personal Learning Portfolios.
- Formative Assessment - a range of formal and informal procedures during the learning
- Summative Assessment - summarises the development of learners at a particular time after a period of work.
- Standardised Tests - tests that are administered and scored in a consistent, or "standard", manner

Used together these assessments give a clear picture of where a learner is in their learning and helps teachers to understand the preferred learning styles of each child and offer opportunities for the child to work in a way that will optimise their learning.

Planning, Recording and Personalising our Learning – Personal Learning Portfolios

It is our belief, in Buckstone Primary School, that every child should be meaningfully involved in assessing their own learning, recognising their progress and identifying next steps. They are entitled to regular feedback from their teachers and support to ensure they become increasingly skilled in these areas to allow them to become “Lifelong Learners” We

also acknowledge that parents play a key role as educators and are also entitled to regular feedback about their child's progress.

To meet these aims the staff of Buckstone Primary School have created a Personal Learning Process which is designed to:-

- involve children in planning for their learning.
- cover all curricular areas
- recognise and celebrate the child's development in all four capacities of Curriculum for Excellence
- support the child in identifying and collecting evidence of their learning
- give increased ownership of the learning process to the child
- recognised and record the child's wider achievements
- include information from home about likes/dislikes and personal traits
- provide the key tools for regular communication with parents

Our Personal Learning Portfolio Position Statement can be found on the school website in the "Documents" section

Reporting

The evidence of our children's learning is collected in their Personal Learning Portfolios. "PLPs" are shared with parents four times per session and are also available on request. They also provide useful information, as children move classes. There is a final summative report issued to parents in June.

Section Four – Support for Pupils

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

Getting It Right for Every Child

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

Getting it right for every child aims to improve outcomes for all children and young people. It promotes a shared approach that:

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

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

Protecting Children and Young People

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

Additional Support Needs

As with all local authority schools in Scotland, this school operates under the terms of the Additional Support for Learning Act (2009) and its accompanying Code of Practice. Further details of the policies and procedures can be found on Edinburgh Council website at www.edinburgh.gov.uk/InOnTheAct

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

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

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

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

a) have additional support needs,

b) require, or would require, a co-ordinated support plan,

c) the role of parents, children and young persons in the arrangements referred to in paragraph (b),

d) the mediation services provided

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

Support for Learning

In Buckstone, all children are encouraged to reach their full potential. Specialist help is available in the form of our Support for Learning Teacher, who in consultation with the class teachers will construct programmes of work to suit the pupils' specific learning needs. For some children this may be in the form of an Additional Support Plan or an Individualised Educational Programme. Our Support for Learning teacher supports pupils in a variety of ways within class and occasionally withdraws groups of pupils who may require individual help in a specific area of the curriculum. Parents will always be informed if their children are to be withdrawn to work with our Support for Learning teacher on a regular basis.

Classroom Support

We are fortunate as children and staff benefit from the support of Pupil Support Assistants. Pupil Support Assistants will work with the whole class, groups or individuals depending on specific needs. They also support the class teacher with other tasks such as photocopying, wall displays and in the coordination and organisation of resources.

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

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

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

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

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

Pastoral Support

We value highly the pastoral support which we offer and invite parents and carers to meet with the Headteacher, Depute Headteacher, Principal Teacher or class teacher to discuss any aspect of their child's needs. We will work with you to find and offer the best support.

Sensitive Aspects of Learning

Parents will be informed when any sensitive aspects of learning e.g. relationships, sex education, drug or alcohol awareness, are to be taught.

Transitions – Moving to a New School or Leaving School

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

Nursery class provision

The school's nursery class provides 40 morning and 40 afternoon places for children aged 3 - 5 years.

Nursery class provision is non-denominational. This means that all nurseries are open to children and parents of all religions and beliefs. Placement in the nursery class does not guarantee a place in the primary school.

Transfer from Nursery to Primary

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

Primary School Admissions

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

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

All our schools do offer a high quality educational experience.

Primary to Secondary Transfer

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

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

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

Our catchment Secondary School is:

Boroughmuir High School
36 Viewforth
Edinburgh
EH10 4LR
0131 229 9703
admin@boroughmuir.edin.sch.uk

Supporting Transition

The Boroughmuir Cluster has a very full transition programme in place which includes e.g. Cluster Sports, Science visits, P6 Maths Challenges, World of Work Day.

Parents are also invited to meetings at Boroughmuir High School during the P7 year.

Children with additional support needs will have a transition meeting with staff from primary and secondary. All information will be shared and a transition plan made to ensure a successful transition.

Placing Requests

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

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

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

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

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

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

Transport for Placing Requests

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

Section Five – School Improvement

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

Raising Attainment

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

Standards and Quality Report

Every year each school publishes a Standards and Quality report which highlights the school's major achievements.

The summary version for parents and carers can be found on our website. A full copy of the full Standards and Quality Report for 2013-14 and the School Improvement Plan for 2014-15 is available in our school office. Parents are welcome to view this at any time.

These documents detail the significant progress we have made to improve standards, the achievements made in key areas and give an outline of our next steps.

School Improvement Plan

This is what we plan to do this year

Curriculum, Learning and Teaching and Attainment

As we move towards full implementation of all curriculum for Excellence Areas we will:

- Develop staff skills in differentiation to ensure that all learner needs are fully met.
- Increase staff awareness and focus of identified pupils (lowest 20%)
- Target the learners in the lowest 20% by identifying needs and putting supports in place.
- Teach skills for peer and self assessment
- Encourage pupil choice and improve opportunities for pupils to discuss and set individual targets
- Review curriculum programmes implemented this session
- Develop quality feedback to pupils
- Ensure wider achievements are recorded as part of PLP
- Nursery PLPs will be streamlined to provide a clearer focus on the children's learning
- Develop Nursery Forward Planning to become more responsive to children's needs.
- Develop nursery floor books and talking tubs.
- Continue to develop appropriate differentiation in our planning and delivery in order to meet all learners' needs.

Support for Pupils and Ethos

- Work towards our Level 2 Rights Respecting School award by developing our outreach to other schools and our community and by creating global links
- Develop peer support for teachers by creating Learning Partnerships to enhance learning
- Be more consistent in including pupil voice prior to and during the Child Planning meeting
- Work with a team of community and parents to develop, publish and deliver a thought provoking and stimulating range of “values based” gatherings/assemblies

Outdoor Learning

- Continue to support pupils to assess and manage risk outdoors.

A copy of the full standards and Quality Report and the full Improvement Plan are available on our website or in the school office. Parents are welcome to view this at any time.

Transferring Educational Data about Pupils

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

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

What pupil data is collected and transferred?

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

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

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

Why do we need your data?

In order to make the best decisions about how to improve our education service, the Scottish Government, education authorities and other partners such as the Scottish Qualifications Authority and Skills Development Scotland need accurate, up-to-date data about our pupils. We are keen to help all our pupils do well in all aspects of school life and achieve better examination results. Accurate and up-to-date data allows us to:

- plan and deliver better policies for the benefit of all pupils
- plan and deliver better policies for the benefit of specific groups of pupils
- better understand some of the factors which influence pupil attainment and achievement
- share good practice
- target resources better.

Your data protection rights

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

The Scottish Government works with a range of partners including Education Scotland and the SQA. On occasion, we will make individual data available to partners and also academic institutions to carry out research and statistical analysis. In addition, we will provide our partners with information they need in order to fulfil their official responsibilities. Any sharing of data will be done under the strict control of the Scottish Government, which will ensure that no individual level data will be made public as a result of the data sharing and that these data will not be used to take any actions in respect of an individual. Decisions on the sharing of data will be taken in consultation with colleagues within and outwith the Scottish Government.

Concerns

If you have any concerns about the ScotXed data collections you can email the Senior Statistician, scotxed@scotland.gsi.gov.uk or write to The ScotXed Support Office, Area 1B, Victoria Quay, Leith, EH6 6QQ. Alternative versions of this page are available, on request from the ScotXed Support Office, in other languages, audio tape, braille and large print.

Websites

You may find the following websites useful.

- www.edinburgh.gov.uk- contains information for parents and information on Edinburgh schools.
- <http://www.parentzonescotland.gov.uk>- parents can find out about everything from school term dates to exam results. This site also offers information for pre-5 and post school. It also lists relevant publications for parents and provides hyper-links to other useful organisations.
- www.hmie.gov.uk - parents can access school and local authority inspection reports and find out more about the work of Education Scotland.
- <http://www.scottishschoolsonline.gov.uk> - parents can find out about individual schools. They can choose a school and select what type of information they need such as Education Scotland reports, exam results, stay on rates and free school meal entitlement.
- <http://www.childline.org.uk/Explore/Bullying/Pages/Bullyinginfo.aspx> - contains information for parents and children on varying forms of bullying and provides help for parents and children who are affected by bullying.
- <http://www.respectme.org.uk/> - Scotland's anti-bullying service. Contains information for parents and children on varying forms of bullying and provides help for parents and children who are affected by bullying
- <http://www.educationscotland.org.uk/> - provides information and advice for parents as well as support and resources for education in Scotland
- <http://www.equalityhumanrights.com/> - contains information for everyone on equality laws within the government and local authorities.

Glossary

CFE - Curriculum for Excellence

ASN – Additional Support Needs

EMA – Education Maintenance Allowance

ASL – Additional Support for Learning

SQA – Scottish Qualifications Authority

FOI – Freedom of Information

HT/PT – Head Teacher/Principal Teacher

CLD – Community Learning and Development

GIRFEC – Getting it Right for Every Child

Parent feedback

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

Tell us what you think

Your feedback will help us to improve our handbook.

Did you find:

Please circle

- | | | |
|---|------------|-----------|
| 1. the handbook useful? | Yes | No |
| 2. the information you expected? | Yes | No |
| 3. the handbook easy to use? | Yes | No |

Please tell us how we can improve the handbook next year.

Name of school:_____

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

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

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

Diane Palmer

Head Teacher

Buckstone Primary

The information in this school handbook is considered to be correct at the time of publication (Dec 2013), however, it is possible that there may be some inaccuracy by the start of the school term in August 2014

Nursery

Mrs Allyson Munro – Teacher
Miss Katrina McBrierty
Miss Morag Campbell
Mrs Claire Shaw
Mrs Carol-Ann Low
Miss Debbie Chambers
Miss Clare O'Donnell

P3

Mrs Libby McFarlane
Miss Rachel McDade

P4

Mrs Fiona Blackadder

P4/5

Mr Derek Hyde

P6

Mrs Dorothy Williamson
Mrs Lisa Bailey

Management

Mrs Diane Palmer
Mrs Linda Forbes
Mrs Valerie Henry

Learning Support

Mrs Valerie Henry

Learning Assistants

Mrs Norma Tulloch
Mrs Maureen Ritchie
Mrs Christine Campbell
Mrs Kathleen Richardson
Mrs Valerie Walke
Miss Debbie Chambers
Mrs Lorraine Thomson
Mrs Tracey Murray

Playground Supervisor

Mrs Shaheen Afshan
Mrs Simone Barr

P1

Miss Vicky Garven
Mrs Lisa Tweedie

P2

Miss Gill Leach
Mrs Jillian Graham
Ms Mhairi Hastie
Mrs Laura Cross

P3/4

Miss Davidson

P5

Mrs Joan Gordon
Ms Victoria Fair

P7

Mr Kevin Couper/ Mrs Valerie Henry
Mrs Pamela Kirkmali

Office Staff

Mrs Nicki Swanston
Mrs Ann Watson
Mrs Hannah George

Business Manager

Mrs Nicki Swanston

Janitor

Mr David Parry