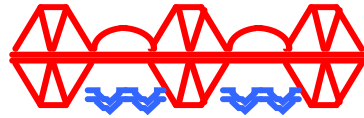


WELCOME TO QUEENSFERRY PRIMARY SCHOOL



SCHOOL HANDBOOK

September 2023

Inspired to be our best,

in a supportive, inclusive community

Dear Parents/Carers,

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

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

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

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

I am pleased to introduce this brochure for session 2022 - 2023 and hope that it will provide you with the information you need concerning your child's school. If you have any queries regarding the contents of the brochure, please contact the Head Teacher of your child's school in the first instance who will be happy to offer any clarification you may need.

Amanda Hatton
Executive Director – Education and Children's Services

Education, and Children's Services Vision

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

We believe that children and young people do best when:

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

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

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

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

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

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

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

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

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

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



Lorna French

Acting Head of Schools and Lifelong Learning and Chief Education Officer

Welcome from the Head Teacher

Dear Parents and Carers,

Welcome to the Queensferry Primary School Handbook for Session 2023/24 - we are delighted to share information about our school with you.

This handbook offers an introduction to our school and a general overview of the education your child will receive here.

We seek to provide a nurturing and inclusive learning environment for all our pupils. We want every child to feel valued and part of our school community.

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

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

To make our handbook easy to use we have divided the information 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 |
| ➤ Section Five | School Improvement |

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 the school.

Yours sincerely,

Karen MacGregor

Mrs Karen MacGregor
Head Teacher



Section One – Practical Information about the School

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

Communicating with the School

This section provides you with some background information on our school and our nursery. 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.

Contact Details		
Head Teacher	Mrs Karen MacGregor	
Depute Head Teacher/s	Mrs Alison McLean Mrs Iona Watson	
Principal Teacher/s	Mrs Jane Thomson Ms Gillian Law	
Business Manager	Mrs Eileen Grant	
Administrator	Mrs Jillian Langton	
Address	Burgess Road South Queensferry EH30 9NX	
Telephone Number	0131 331 1349	
Website	https://queensferryyps.wordpress.com	
Email Address	admin@queensferry-pri.edin.sch.uk	
About the School		
Stages of Education provided for	P1 to P7	
Present Roll	544	
Denominational status of the school	Non-denominational	
Organisation of the School Day		
	Mondays – Thursdays	Fridays
Start Time for P1 and P2	8.55am	8.55am
Start Time for P3 to P7	9am	8.55am
Lunch Time	12 noon to 12.45pm (P1-P3) 12.45pm to 1.30pm (P4-P7)	
Finish Time for P1 and P2	2.45pm	12.20pm
Finish Time for P3 to P7	3.25pm	12.35pm
Our PE teacher is with us for the full school week.		
Assembly days for pupils are Fridays.		

Term dates

Term dates for the coming years can be found at:
<https://www.edinburgh.gov.uk/schools/term-dates>

School Session Dates 2023/24

Staff resume		Monday	14 August *	2023
Staff only		Tuesday	15 August *	2023
Pupils resume		Wednesday	16 August	2023
Autumn Holiday	Schools closed	Monday	18 September	2023
All resume		Tuesday	19 September *	2023
Mid-term	All break	Friday	13 October	2023
Staff resume		Monday	23 October *	2023
Pupils resume		Tuesday	24 October	2023
Term ends		Friday	22 December	2023

Staff resume		Monday	8 January *	2024
Pupils resume		Tuesday	9 January	2024
Mid-term	All break	Friday	9 February	2024
All resume		Monday	19 February	2024
Term ends		Thursday	28 March	2024

<i>The Easter break incorporates the following two holidays</i>				
Good Friday	Schools closed	Friday	29 March	2024
Easter Monday	Schools closed	Monday	1 April	2024

All Resume		Tuesday	16 April	2024
May Day	Schools closed	Monday	6 May	2024
Staff only		Tuesday	7 May*	2024
Pupils resume		Wednesday	8 May	2024
Victoria Day	Schools closed	Monday	20 May	2024
All resume		Tuesday	21 May	2024
Term ends		Friday	28 June	2024

* Five In-Service days for all schools.

Registration and enrolment

The date for registration of new school entrants is advertised in all local nurseries, in the local press and on the council's website www.edinburgh.gov.uk.

Registration for Primary One and First Year Secondary takes place in November each year. Pupils should be registered in only one school for their catchment area. Parents will be provided with information about the school, when they register their child.

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

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

Attendance and absence

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

Absence from school is recorded as

- authorised, that is approved by the Communities and Families department, or as
- unauthorised, that is unexplained by the parent (truancy).

Please let the school know by letter if it is a planned absence (e.g. hospital appointment) or phone by 9.00 a.m. on the day of your child's unplanned absence (e.g. sickness bug).

You should update the school on each day of your child's absence or share a return date when you phone the absence line. If there is no explanation from a child's parents, the absence will be regarded as unauthorised.

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

Headteachers can approve absences **up to** two school weeks (10 days) from school in certain situations. Any requests for extended absence over two school weeks (10 days) will be referred to the Senior Education Officer, who will decide if it will be recorded as authorised or unauthorised leave.

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

Parents 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 Education and Children's Services department has legal powers to write to, interview or prosecute parents, or refer pupils to the Reporter to the Children's Panel, if necessary.

School Uniform

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

Our uniform incorporates a range of popular items of dress, e.g. sweatshirts, polo-shirts.

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

Our school colour is navy blue. A range of our school uniform including sweatshirts, polo-shirts and fleeces can be purchased through our school office. This is our most common uniform:

- Boys - Navy or grey school trousers or shorts
white shirt or white school polo shirt
school tie (optional)
navy/grey pullover or school sweatshirt In P7 boys may wear a royal blue sweatshirt.
navy blazer (optional) with school badge
- Girls - Navy or grey skirt or pinafore or trousers
white blouse or white school polo shirt
school tie (optional)
navy/grey cardigan or school sweatshirt In P7 girls may wear a royal blue sweatshirt.
navy blazer (optional) with school badge

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

The appropriate clothing and footwear for PE is a T-shirt, shorts and gym shoes with non-marking soles. These are necessary for health and safety reasons and your co-operation is requested to ensure that pupils are equipped to participate in the PE lessons. At different points in the year, we will also ask that the children bring or wear a warmer outdoor PE kit.

Please ensure that **all items of clothing are clearly labelled**, particularly ties, sweatshirts and PE equipment which are often lost.

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

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

In certain circumstances, appropriate clothing will be necessary for school activities for safety reasons, e.g. in games areas, science laboratories, technical workshops; this extends to the wearing of suitable footwear and even, on occasion, to the length of pupils' hair and the wearing of jewellery and earrings. Offensive clothing such as T-shirts or other items painted with obscene language or illustrations are not permitted. Football colours are also inappropriate as they can lead to incidents of rivalry.

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

School Meals

Menus offer healthy and tasty meal options while reflecting the Scottish Government's food and drink legal requirements in both primary and secondary settings. Our menus are written to balance pupil choice with the most stringent of school food standards in the UK.

All our menus are nutritionally analysed and new dishes trialled by pupils prior to menu launch

- All our meat is either Quality Meat Scotland or Red Tractor Assured
- All our dairy comes from Scottish Farms
- All eggs used are Free Range
- All fish is MSC certified
- We believe in sourcing food with provenance and aim to increase our spend with Scottish suppliers every year

The catering service supplies meals for pupils by following the special diet policy – more information on menus/ special diets and prices can be found here;
<https://www.edinburgh.gov.uk/food-clothing/lunch-menus-schools>

Free School Meals & Clothing Grants

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

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

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

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

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

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

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

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

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

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

Travel to and from School

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

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

General Supervision

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

We do however operate a policy of informal entry every day. Please note that from 8.45am pupils go directly to their classrooms on arrival at school avoiding queuing outside and allowing for a 'soft start' to their day. Adults may still be working in shared areas at this time preparing for the day. If you do not wish your child to be in the building in these circumstances he/she can of course remain in the playground until the bell rings.

Some schools offer Breakfast Clubs which have their own supervision arrangements prior to the start of the school day. We offer this facility to parents from 8am to 8.45am in our nursery building. Please phone 07760 217362 for details and pricing.

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

We have a busy and popular **After School Club** on site. This operates from 2.45pm to 5.30pm and meets in the Community Centre behind the school. A charge is made and details can be had by phoning SQUIDS on 07483 111 750.

School Security

The safety and security of pupils and staff when attending or working in a school is very important to us. Schools use a number of security measures including visitors' books, badges and escorts, while visitors are within the school building.

Everybody calling at a school for any reason will be asked to report to the school office. The school staff then can make the necessary arrangements for the visit. We would respectfully ask that parents do not attempt to enter schools through another entrance, unless supervised by a member of staff.

If you wish to speak to a member of staff, then please contact the school office.

Wet Weather Arrangements

In wet weather pupils are allowed into school during breaks and at lunchtime and are supervised by our support staff. However, as supervision during these periods is limited, it is especially important that they exercise good behaviour. Children having school lunches may remain in school during wet weather but again, supervision is limited. Children who go home for lunch should, where possible, return as late in the lunchtime as possible.

Unexpected Closures

In the event of an emergency, such as Covid, 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 use Group Call to quickly contact all parents – and this comes to you as an email.

In addition, announcements will be made on local radio stations and via the Council's corporate Twitter account www.twitter.com/Edinburgh_CC and Facebook page www.facebook.com/edinburghcouncil.

If many schools are affected, or the situation is likely to be prolonged, then the Council's website <https://www.edinburgh.gov.uk/schoolclosures> will also be used.

Mobile phones

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

Mobile phones are only brought if needed as a safety measure (for example to support with childcare). These are our shared rules with families:

- ✓ I agree to not have my phone out of my bag in the playground.
- ✓ I will give my phone to my teacher so that it can be kept safely.
- ✓ I will not take photos or film videos in the school grounds or within the school building.
- ✓ I will not use social media while in the school grounds or school building.

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

If you remain dissatisfied after the further investigation and reply you can take the matter up with the Scottish Public Services Ombudsman, our reply will include the contact details.

Health and Safety

Within the general policy laid down by The City of Edinburgh Council, the Education and Children's Services Department has prepared and has continuing development of, safety policy statements for all areas of its responsibility and accordingly manages health and safety and welfare in a way that complies with health and safety statutory and regulatory requirements, and all relevant approved codes of practice and guidance.

School staff are fully instructed in their responsibilities in this respect, and safety regulations apply to all aspects of school life, both on and off the premises.

It is expected that pupils will behave responsibly and comply with all safety requirements.

The support of parents/carers in promoting good practice in health and safety matters is of great importance to the school.

Information about how we manage pupil data in schools/ELC settings

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

Data about our pupils/children and their families

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

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

Data about pupils/children at school/within ELC setting

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

Data about when and where they go after they leave us

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

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

When we collect and use personal data within school/ELC setting, and for the reasons detailed above, we will normally be acting in accordance with our public task. Occasionally we are also required to process personal data because the law requires us to do so, or because it is necessary to protect someone's life.

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

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

them plan for future provision. Further information about what the Scottish Government does with statistical data it receives is provided below.

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

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

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

Sharing personal data to support wellbeing

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

Wellbeing concerns can cover a range of issues depending on the needs of the child. Staff are trained to identify when children and families can be supported and records are kept when it is thought that a child could benefit from help available in the school/ELC setting, community or another professional. You can expect that we will tell you if we are concerned about your child's wellbeing and talk to you about what supports might help in the circumstances. Supports are optional and you will not be required to take them up.

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

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

Sharing educational data with the Scottish Government

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

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

What pupil data is collected and transferred?

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

The data collected and transferred covers areas such as date of birth, Scottish Candidate Number (SCN), postcode, registration for free-school meals, whether a pupil is looked after by his/her local authority, additional support needs including disability and English as an Additional Language (EAL), and attendance, absence and exclusions from school.

The SCN acts as the unique pupil identifier. Pupil names and addresses are not passed to the Scottish Government. Your postcode is the only part of your address that is transferred for statistical purposes, and postcodes are grouped to identify 'localities' rather than specific addresses. Data is held securely and no information on individual pupils can or would be published by the Scottish Government.

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

Why do we need your data?

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

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

Your data protection rights

The collection, transfer, processing and sharing of ScotXed data is done in accordance with the Data Protection Act (2018). We also comply with the National Statistics Code of Practice requirements and other legislation related to safeguarding the confidentiality of data. The Data Protection Act gives you the right to know how we will use your data. This message can give only a brief description of how we use data. Fuller details of the use of pupil data can be found on the ScotXed website (www.scotxed.net).

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

Concerns

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

School Nursing Team

The School Nursing team is made up of the

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

Services provided:

Universal Services for All School Age Children:

Child Health Surveillance Programme

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

Education of Staff and Pupils

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

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

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

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

10 key areas specialist school nurses will focus on:

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

How to Refer

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

Further information

Our NHS Lothian School Nursing Service web pages:

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

Who Does What

- **GP** – all regular family health care
- **CAMHS** – Child and Adolescent Mental Health – Specialist service
- **Hospital Paediatric** – medical/surgical and other specialist services
- **Community Paediatrician** – doctors in community child health
- **CCN Team** – Community Children's Nurses - specialist paediatric trained nurses
- **AHPs** – Allied Health Professionals - speech and language therapy, physiotherapy, occupational therapy, dietetics, orthoptics – referral based service
- **CVT** – Community Vaccination Team - nurses who deliver vaccination services to all age groups
- **Learning Disability Services** – where there is LD diagnosis
- **Oral Health – Dental** – prevention and treatment service
- **LAC – Looked After Children** - nurses who work only with looked after children. When notified by Social Work that a child has become looked after, the LAC nurses will undertake a health assessment. They may refer to school nursing for ongoing reviews and wider support.

Head Lice

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

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

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

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

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

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

Medicine Administration

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

Please make us aware of your child's medical needs through the completion of the medical information form shared at the time of enrolment (for new pupils) or in June (for children starting in P1 in August), and then updating this if circumstances change. A health care plan can

be compiled to support children if this is necessary. Training can also be organised to support staff. Our support staff have been trained in Emergency First Aid.

If your child requires a course of medication but is still attending school, a parental consent form must be completed. These are available in our school office and on our school website.

Gaelic-Medium Education

Gaelic-medium education (GME), is available at nursery, primary and secondary levels. There are Gaelic parent and toddler groups and playgroups across the city.

Edinburgh's first dedicated Gaelic nursery and primary school, [Bun-sgoil Taobh na Pairce](#), opened in Aug. 2013 in the Leith area of the city. The school attracts a wide range of families from across the city and the wider Lothian area. Although pupils attending the school do not need to have prior knowledge of Gaelic, it is strongly recommended that they attend a Gaelic-medium setting for their pre-school years. In addition, parents with no Gaelic themselves are encouraged to engage with learning the language themselves.

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

Please contact the school for further information.

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

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

Use of social media

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

- Common courtesy
- Common decency
- Common sense

Parental Requests for class lists

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

Our school website provides further information about our school and can be accessed through this link: <https://queensferryyps.wordpress.com/>

Section Two – Parental Involvement in the School

Parental involvement is very important as we know children and young people do better on a wide range of measures. These positive effects include:

- Better behaviour
- More confidence and greater self-esteem
- Higher attendance rates
- A lower risk of exclusion
- More enthusiasm about learning
- Better results.

This section contains information about our Learning Together Framework and how parents and carers can get involved in their child's learning.

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 City of Edinburgh Council structures to support the voice of parents and carers. This includes your Parent Council and Parent Teacher Association/Parent Association, how to contact them and how parents and carers can get involved in the life and work of the school.

Connect <https://www.facebook.com/groups/connectingparentgroups> is the national organisation for Parent Teacher Associations and Parent Associations in Scotland, Parent Councils can join too, and it runs an independent helpline service for all parents.

The National Parent Forum of Scotland <https://www.npfs.org.uk> 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.

Equality

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

Children's Rights

The rights of children and young people are at the heart of our code to practice. They are laid out in the United Nations Convention on the Rights of the Child (UNCRC). The UNCRC ensures that children and young people grow up healthy and safe and that their views are taken into considerations in decisions that affect them.

Ethos

The ethos of Queensferry Primary School is central to successful learning and teaching. If children have a sense of belonging, they feel confident and secure and learn more effectively.

Our **vision** at Queensferry Primary is that every child will be inspired to be their best within a supportive, inclusive community.

We aim to achieve this by

Creating a nurturing and safe environment for learning and by...

- Providing every child with rich and rewarding experiences, giving them opportunities to explore the world we live in, and developing skills for now and in the future
- Giving every child the encouragement and security they need to allow them to achieve their potential and celebrate their successes
- Ensuring a sense of belonging by valuing every child, recognising individual needs and embracing our differences and talents
- Building positive relationships and working together with our families and partners to support and enhance learning

Celebrating achievement We support our pupils to recognise their achievements and set targets. We proactively plan for opportunities which develop pupils' wider and personal achievements.

We celebrate achievements in a wide variety of ways and we also encourage the children to share with us their achievements from outside school. Time is set aside at assembly to celebrate these.

Values

We are committed to supporting the development of the whole pupil and as a result, wish to encourage their development in spiritual, moral, social and cultural terms.

Our school values are: kind, respectful, responsible



These key human aspects of learning are supported through the following arrangements by:-

- Creating a school ethos which, in every way possible, gives value to these aspects of development, especially by providing an overall atmosphere that is both caring and challenging and which provides opportunities for the development of personal responsibility.
- Promoting social and moral learning through the way in which disciplinary issues are handled.
- Ensuring that staff and adults within the school provide positive models for pupils.
- Arranging regular gatherings of the school as a community and using such occasions to encourage and reinforce the values on which the school is based.
- Enriching the curriculum in all appropriate areas with an emphasis on spiritual, moral, social

and cultural development.

- *Providing opportunities within the curriculum to advance personal and social development.*
- *Providing a programme of religious education in which consideration will be given to responses to basic questions relating to the meaning, value and purpose of human life.*
- *Providing a programme of moral education.*
- *Taking every appropriate opportunity to acknowledge, value and appreciate the various cultures and heritage of the pupils and to encourage them to appreciate and value this.*

Promoting Positive Relationships

Every child and young person has the right to a high quality education. Positive relationships are fundamental to enable effective teaching and learning to take place. All staff focus on positive relationships by looking for opportunities to encourage learner skills, recognise effort and build on strengths. Positive relationships form a foundation that minimises difficulties occurring.

We have adopted the following key principles to create a caring, supportive, learning environment:

- an ethos that values positive, restorative and respectful relationships and promotes shared values
- an inclusive and safe learning environment which supports children and develops their skills and resilience enabling them to become responsible for their own behaviour
- recognising that all behaviour is communication and that understanding what is being communicated and the underlying needs is crucial for assessing and meeting children's needs and finding solutions.

The school uses approaches and strategies which are designed to help prevent and de-escalate difficult situations and identify and support individual support needs.

We understand that everyone learns best when they feel good about themselves. Punishments can make children feel bad about themselves. This can hinder their ability to engage in their learning, including their behaviour. Positive approaches to support behaviour focusses on relationships, skills building, restoration and when appropriate logical or natural consequences appropriate to the child, rather than the implementation of punishments.

We explore and establish "what's happened" with children. To do this we listen to their response whether that is given verbally or expressed non-verbally and act appropriately. Once the reason and purpose for the child's behaviour is known we explore how we can develop appropriate support or adaptations to address the issue by promoting well-being, offering coping strategies and agreeing constructive solutions.

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

We have a small number of easily remembered rules / values which everyone in our learning community knows.

These are summarised in three words / short phrases: We are kind; We are respectful; We are responsible.

These form the basis of all our conversations in relation to behavioural expectations. It is helpful if parents can also discuss these rules / values with their children if there has been an incident in school. The purpose of these conversations is to find solutions and develop skills that will prevent problems in the future.

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

City of Edinburgh Council updated their anti-bullying guidance in session 2020-21.

As an authority, we are committed to equalities and the wellbeing and protection of children and young people from bullying and prejudice. We work to prevent bullying and prejudicial behaviours and attitudes, and to develop positive relationships with all members of our school communities and wider partners. This work is part of our approach to Getting it Right for Every Child, creating communities that allow children to be Safe, Healthy, Active, Nurtured, Achieving, Respected, Responsible and Included.

Pupil-led equalities groups, which reflect the diversity of the school community, are working to ensure that all children have access to support, are listened to and are involved in the decisions that will continue to make their school a place to which feels safe, happy and nurturing.

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

Bullying and prejudice-based behaviours are not tolerated. The school will put in place appropriate support for all children and young people involved in a bullying or prejudice-based incident. We will support children who display bullying or prejudiced behaviour to identify the feelings and views that have caused them to act in this way. and We will challenge these views and support children, through education and learning, to develop alternative ways of behaving. Working together with parents is an essential part of our approach to preventing and responding to bullying. When bullying or prejudice happen it is important that all parents involved work with the school to resolve the problems in the best interests of their child.

Learning Together Framework

All parents and carers are welcomed and encouraged 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.

Parental Involvement

‘Parental involvement is about supporting pupils and their learning. It is about parents and teachers working together in partnership to help children become more confident learners’.

Parental Involvement Act, 2006

Getting involved in the life and work of your child’s school can include:

- ✓ Establishing and reviewing the Vision, aims, rationale of setting/school
- ✓ Improvement planning
- ✓ Decision-making on education matters affecting child’s learning
- ✓ Developing/reviewing policies
- ✓ Organising events for families
- ✓ Using parents’ skills to enhance/enrich the curriculum
- ✓ Short-life working groups
- ✓ Volunteering
- ✓ Developing the young workforce
- ✓ Parent Council/Parent Teacher Association
- ✓ Parental representation at school, local authority and national levels

Parental Engagement

Parental engagement can be considered as active involvement in learning.

Parental engagement represents a greater ‘commitment, ownership of action’ than parental involvement within educational settings such as early learning and childcare or schools.

Goodall and Montgomery, 2014

Your child’s school will actively involve you in their child’s learning. This can include

- ✓ Discussions between parents/practitioners and children
- ✓ Focusing on how families can build on what they already do to help child’s learning and to provide a supportive learning environment at home
- ✓ Providing clear and regular communication from school to home
- ✓ Making good use of information technology and the school website

Family Learning

Family learning is a powerful method of engagement and learning which can foster positive attitudes towards life-long learning, promote socio-economic resilience and challenge educational disadvantage.

Family Learning Network, 2016

Family Learning encourages family members to learn together as and within a family, with a focus on intergenerational learning.

Family learning activities can also be specifically designed to enable parents to learn how to support their children’s learning.

Learning at Home

The learning which happens in the home, outdoors and/or in the community, including organised

Learning at home recognises the vital role that parents, family members, peers and practitioners play in children's learning and development.

Review of Learning at Home 2018

or active learning opportunities

Everyday activities that families already do can be learning at home. These can include

- play
- leisure activities
- fun events
- sports
- trips
- cultural or volunteering experiences
- school related activities such as homework, reading and sharing books.

Throughout the year, there will be many opportunities for you to share in school life. Every term we share an overview of the children's key learning with you so you can talk to your child about this, and then we share examples of this learning so you can see the progress your child is making.

We also host a Meet the Teacher event early in the new school year and hold Family Learning Events for parents and carers on a variety of topics so that we can work in partnership with you.

There will also be more informal events which you will be invited too e.g. school assemblies and shows, and open afternoons (for example to see a project which the children would like to share).

Each month we share a newsletter from the Head Teacher and throughout the week, use email and/or our parent app to communicate quickly with parents about relevant matters.

We value our communication with families and prioritise responding to you when you contact us to talk over something – this can be in person, through email or phone calls.

At key times, for example when updating a policy or introducing a new initiative in school, we will seek, value and respond to your feedback.

You may also wish to follow us on Twitter: @QueensferryPS

Parental Consultation/Reporting to Parents Throughout the Year

You will then be invited to two parents' evenings each year to meet directly with your child's teacher (this is usually in November and May).

In P1 and P2, we share progress in learning with you through the use of online Learning Journals.

From P3, we share the children's learning journey jotters with you, and a written report about your child's progress by the end of March. Primar 6 and 7 pupils will share their learning using a programme of their iPad.

Parent Forum and Parent Councils

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

- receive information about the school and its activities;
- 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 your Parent Council operates. It is important to us that our Parent Council represents the rich diversity of our school community. We warmly invite all parents and carers to volunteer or put themselves forward as representatives on the Parent Council.

The main aims of the Parent Council are:

- To support the school in its work with pupils
- To represent the views of parents and carers
- 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 (in our school, the PTA fulfils this role).

The chair of our Parent Council is currently Louise Wilson and the secretary is Jane McCormick. They can be contacted here:

lwilson4778@gmail.com

or

parentcouncil.qps@gmail.com

A message from the Parent Council Chairs: *“We would love to welcome new parents and carers to the Parent Council – whether as regular members, or just to attend the odd meeting and hear more about what we do. Anyone can attend the meetings. We’d also encourage parents and carers to share feedback, ask questions or offer suggestions via the Parent Council. You can speak to any of the members as quite a few of the year groups are represented, or email Louise or Jane.”*

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.

Parent Teacher Association (PTA)

The PTA is mainly responsible for arranging events for children and their families, and raising funds for the school. It is important to us that our PTA represents the rich diversity of our school community. All parents are welcomed and encouraged to volunteer - please contact the PTA if

you want to join in:
pta.qps@gmail.com

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

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

Locality groups and the citywide Special Schools Group

Locality groups and the citywide Special Schools Group enables Parent Councils members to get together to discuss common issues and have their views on local and citywide issues heard. The above groups meet four times a year. There are four locality groups: north west, north east, south west and south east. There is also one citywide special schools group.

The Consultative Committee with Parents

The Consultative Committee with Parents (CCwP) is a forum that gives parents and carers the chance to discuss citywide and national issues with members of our staff and other groups. The CCwP meets four times a year. Parent members are chosen at the meetings of the locality groups and citywide special schools group. One parent from the CCwP is put forward to take part in the Education Children Families Committee. This post lasts up to four years.

Education Children's and Families Committee

The committee has one parent representative who speaks on the behalf of parents, taking their views from their work in a school, locality group and the Consultative Committee with Parents (CCwP).

Who to ask

All questions/ requests for information can be sent to
parental.engagement@edinburgh.gov.uk

Your email will be forwarded onto the right person/department to provide the answer/support you need.

Pupil Voice Groups

In school we have a number of pupil leadership groups who take on additional responsibilities, ensure that the children's ideas are taken forward, lead projects, and collectively make our school even better. These groups include a Pupil Council, an Eco Group, House Captains, a Rights Respecting Group, an iBike Crew, Junior Road Safety Officers and Sports Ambassadors.

Our House System promotes a further sense of community within our school. All our pupils belong to either Wallace, Bruce, Stewart or Douglas.



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.

Edinburgh Learns for Life –A Vision for Education



Our Vision

The Edinburgh Learns for Life vision is to create a fairer, healthier, greener future for everyone. We will work together to ensure that high quality learning takes place in schools and in the wider communities where young people live, learn and work. All our young people will be supported to make progress in their learning, pursue their interests and passions, without being limited by barriers. We will provide inclusive and equitable learning opportunities for everyone. Learners will be provided with opportunities to lead, and shape, their own learning where a wide range of pathways are valued equally. Through working together, we will form relationships, and connections, which support positive health and wellbeing and reduce poverty.

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

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

Teachers and practitioners will share information to plan a child's 'learning journey' from 3-18, helping their progression from nursery to primary, primary to secondary and beyond, ensuring

each transition is smooth. They'll ensure children continue to work at a pace they can cope with and with challenge they can thrive on.

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

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

There is an entitlement to personal support to help young people fulfil their potential and make the most of their opportunities with additional support wherever that's needed. There is an emphasis by all staff on looking after our children's health and wellbeing using the Wellbeing Indicators.

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

Our pupils have opportunities to develop their learning, knowledge and skills in

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

Literacy and Language

Children's language skills are developed through an integrated programme of language work involving listening, talking, reading and writing. Structured programmes are in place which promote the children's development in these four areas. Our pupils experience a setting which is rich in language and which sets high expectations for literacy and the use of language. Stories, poems, and other texts enrich learning, support the development of language skills and help pupils enjoy language.

Across school we learn French and our pupils in P5 to P7 learn about Spain and an introduction to Spanish culture and language.

Numeracy and mathematics

The school has programmes in place which develop confidence and skills in the areas of Number, Money and Measure, Shape, Position and Movement, and Information Handling. Our progressive programme allows children to develop at an appropriate, but stretching, pace. We encourage children to think and reason for themselves and also enjoy the challenges and creativity of

numeracy and maths. They are encouraged to talk about number, explain their thinking, and present solutions in a variety of different ways. There are opportunities for children to develop their maths knowledge, skills and understanding in other curricular areas.

Health and Well-being

Health and Well-Being is embedded across our curriculum and school life and to support this work we have a Health and Wellbeing programme which includes learning about food and health, substance misuse and physical wellbeing. We have a whole school programme too for Relationships, Sexual Health and Parenthood. When children are learning about any sensitive aspects of learning, such as Sexual Health and Relationships, parents and carers are given information before the topic begins.

Physical Education is part of Health and Wellbeing and to support this work, Mr Glass (our specialist PE teacher) is with us full time. Pupils in P5 also have swimming lessons for planned blocks in the year. We take up many other opportunities for physical education – for example through working with local groups such as Linlithgow Rugby Club and Heart of Midlothian. We also offer many extra-curricular sporting activities through our Active Schools’ Coordinator and our PE specialist.

We provide opportunities for pupils to develop their mental, social and emotional well-being. We consider matters to do with values, rights and responsibilities, relationships and making personal decisions. We promote positive self-esteem and help children to relate positively to others in caring and respectful ways.

A key feature of our assemblies is our work on Building Resilience – this is a whole school project developed over time to protect and promote good mental health. It helps our children deal with the ups and downs of life.

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 provide new and stimulating creative experiences. Children may also have tuition in brass, violin, cello and woodwind. Selection for this takes place from P4 onwards - although places are limited.

Religious and Moral Education

We follow a programme of themes to develop the children’s understanding of Christianity, other world religions and the development of beliefs and values. We take account of our local context and for example, the churches of our town and Saint Margaret feature within our topics.

Social Studies, Technologies and Science

These make up the study of the world around us. They usually involve a project-based approach to learning. Your child may study topics such as ‘My Street’, ‘People Who Help Us’, ‘Rocks Soils and Gases’, ‘Light and Sound’, ‘The Vikings’ and ‘World War 2’.

As well as developing skills and knowledge, children will develop informed attitudes about respecting the world around them and promoting active citizenship.

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

Outdoor learning is included in this work. Again we make use of our rich local community and we plan for experiences further afield too. This may include opportunities to experience of a range of activities such as orienteering, pioneering, mountain biking, skiing, archery, sailing, etc. P7 pupils attend an outdoor centre such as Benmore for a weeklong residential course.

Information Technology plays an important part in our curriculum; children have opportunities to learn through and in IT.

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

Gaelic-Medium Education

Gaelic-Medium Education (GME), is available at nursery, primary and secondary levels. There are Gaelic parent and toddler groups at various locations in the city. For more information visit their Facebook page here. <https://www.facebook.com/croileagan/>

Edinburgh's first dedicated Gaelic nursery and primary school, Bun-sgoil Taobh na Pairce, opened in Aug. 2013 in the Leith area of the city. The school attracts a wide range of families from across the city and the wider Lothian area. Although pupils attending the school do not need to have prior knowledge of Gaelic, it is strongly recommended that they attend a Gaelic-medium setting for their pre-school years. So that our pupils are able to develop the language skills needed to gain full benefit from our rich curriculum, Gaelic is the main language of the classroom and the school, from the earliest stages. To allow for the best outcomes for all our learners, we would usually only admit pupils later than Primary One if their skill and confidence in Gaelic language are demonstrably at a level that would allow them fully to access the curriculum and take part in school life with confidence. To be best placed to support pupils thrive in a GME environment, all parents are strongly encouraged to committing to engage with learning the language themselves. School staff are happy to advise and support families with their Gaelic learning.

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

Please contact the school for further information.

Currently, pupils who have studied at Bun Sgoil Taobh na Pairce transfer to James Gillespie's High School, at the end of P7, to continue with GME. In response to increasing demand, the City of Edinburgh plans to further develop it's secondary GME provision by opening a dedicated GME Secondary. Details relating to specific location, timescales, etc. will emerge after further consultation.

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

For general enquiries about GME provision in Edinburgh you can contact us via our dedicated mailbox at gme@edinburgh.gov.uk

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.

Learning Through Play

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

Planning Children's and Young People's Learning

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

Longer-term planning also takes place in a variety of forms – and we share this with you and the children in the termly overview and also by sharing the children's targets for learning with you. These are agreed with the children through learning conversations.

Listening to the children is key to this and when we plan a new topic, we spend talking with the children about what they already know, what they'd like to know and how they'd like to learn (and show their learning).

Assessment

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

Pupils in P1, P4, P7 and S3 complete online standardised assessments in literacy and numeracy as part of everyday teaching and learning. The assessments help to identify children's progress, providing diagnostic information that support teachers' professional judgement. The information provided by the assessments helps teachers to assess children's progress and to plan next steps in learning.

The senior phase (S4-S6) builds on the broad general education by continuing to develop learners' knowledge, understanding and skills. National Qualifications are designed to be flexible. Discussions are held with young people and parents on the most appropriate learning pathways.

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.

Home Learning (previously known as homework).

We have a clearly defined policy on home learning, and this can be found on our school website: <https://queensferryps.files.wordpress.com/2015/11/home-learning-policy-.pdf>

Pupils are regularly given home learning to support their learning and to encourage them to become more organised and self-supporting in their learning. Home learning tasks may be given where a teacher feels a particular child or group of children may benefit from it and will be in line with our school's home learning strategy.

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

Parents are encouraged to help pupils with their home learning as a means of keeping them up to date with the work of the class and the child's progress and to promote partnership between the school and parents. Home learning provides an opportunity to consolidate what has been learned in class and makes you aware of what your child is learning and provides you with a useful discussion starter. Home learning is also an integral part of school work. Parental interest and co-operation in ensuring home learning is undertaken is appreciated.

Religious Instruction and Observance

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

Read, Write, Count

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

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

First Minister's Reading Challenge

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

The Challenge is open to all local authority and independent primary and secondary schools across Scotland, as well as, libraries and community groups. You can find out more information

on the Challenge and also how schools can register to take part here:

<https://www.readingchallenge.scot/>

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

Extra-Curricular Activities

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

Active Schools

The fundamental aim of Active Schools is to give school-aged children the tools, motivation and the opportunities to be more active throughout their school years and into adulthood, and to develop effective pathways between schools and sports clubs in the local community. These opportunities are available before, during and after school, as well as in the wider community. For further information contact the Active Schools Coordinator:

Heather.Brownlee@ea.edin.sch.uk

Progression Pathways in the Senior Phase (S4-S6)

We are committed to supporting all children and young people into positive and sustained leaver destinations. By curriculum pathway we mean: “the totality of all that is planned for children and young people throughout their education” (Building the Curriculum 3, 2008) - where all learners are on the right route to the right job, through the right course via the right information.

Career Information, Advice and Personal Support

Through personal support we must build the confidence of our children and young people that they are making the right decisions about their learning pathways in line with their aspirations and abilities.

www.skillsdevelopmentscotland.co.uk is developing as a 'one-stop shop approach' to better signpost all qualifications, pathways and support for learners in Scotland. Each school has a dedicated *Skills Development Scotland* Careers Adviser who can support young people and parents at times of choice and change.

For information and support with career conversations go to: www.mykidscareer.com *My World of Work* provides an online learner account that enables young people to develop their career management skills and record their attributes, skills, achievements and successes to help them plan their learner journey into work.

<https://www.myworldofwork.co.uk/secondary-school-pupils>

The Scottish Credit & Qualifications Framework (SCQF) helps people of all ages and circumstances to access the education and training that is appropriate to them over their lifetime. It can help you plan your learning and develop progression routes to follow, whatever your situation may be.

The SCQF helps you make sense of qualifications and plan the next stage of your learning journey. You can also compare vocational and more traditional qualifications and see that, although they can be different types of learning, in many cases they sit at the same SCQF Level.

Scottish qualifications are delivered at SCQF level 1-12, schools deliver qualifications up to SCQF 7 which is Advanced Higher. Course awards include National Progress Awards (NPA), Skills for Work Awards (SfW) as well as National Certificates (NC) and Higher National Certificates (HNC).

The following is a helpful guide to the SCQF for secondary school pupils:

<https://scqf.org.uk/media/1408/connecting-your-learning-journey-final-web-may-2018.pdf>

Parents and Carers can access further support on the SCQF here:

<https://scqf.org.uk/support/support-for-learners-parents/support-for-parentscarers/>

Your child may still be at school and about to make a transition to the next stage of their education or may already be at college or university. Wherever they are in their learning journey the SCQF is here to help you make sense of the range of Scottish qualifications, so you can support them to plan their next move.

Sometimes we know where we're going next and what we want to do. For example, your child might study Nationals, then Highers at school and be sure they're going to university next. However, they might prefer to undertake a Foundation Apprenticeship (SCQF Level 6) in S5-6 instead of a Higher or go to college and do some vocational training or learn whilst working through a Modern Apprenticeship (SCQF Levels 5-7). The SCQF can help young people work out their next move and the various pathways to employment.

The **Scottish Qualifications Authority** (SQA) website provides detailed information on all courses from National 3 – Advanced Higher:

<https://www.sqa.org.uk/sqa/45625.3728.html>

The **National Parent Forum of Scotland** has produced a range of leaflets providing useful summaries of qualifications and progression in the Senior phase:

<https://www.npfs.org.uk/downloads/senior-phase-in-a-nutshell/>

The Nutshell Series gives the key facts about National Qualifications (National 1-5 and Higher) including details of course assessment:

<https://www.npfs.org.uk/downloads/category/in-a-nutshell-series/nationals-in-a-nutshell-series/national-5/>

<https://www.npfs.org.uk/downloads/category/revision-guides/higher/>

Senior Phase School-College Partnership (SCP): The City of Edinburgh Council and Edinburgh College

The Senior Phase SCP can bridge the gap between young people's education and their employment opportunities through improved vocational and technical learning opportunities. Vocational pathways complement academic studies. They are also vital to helping young people develop skills that are crucial to Scotland's economy while exposing them to the more independent and self-reliant environment of college education.

Pooling resources and expertise between schools and colleges maximises what can be offered to young people.

How are the courses delivered?

Most courses run for an academic year, with some Foundation Apprenticeships running for two academic years. The majority of courses will be delivered over two school afternoons, usually Tuesday and Thursday, however some courses have a different attendance pattern so please check course duration and attendance patterns carefully.

Colleges use the same Scottish Candidate Numbers (SCN) as schools so young people should expect to see their college results alongside other school-based qualifications. Edinburgh College, like school, can provide additional support if required.

<http://www.edinburghcollege.ac.uk/Schools/Are-You-Still-At-School/SCP-Programme>

What is a Foundation Apprenticeship (SCQF Level 6)?

A Foundation Apprenticeship (FA) is a nationally recognised SCQF Level 6 qualification (same level as Higher) offering a combined classroom and work-based learning opportunity for senior phase pupils. It is delivered in partnership with employers, Edinburgh College and specialist learning providers, such as Edinburgh Early Learning Childcare Academy (EELCA).

The FA has been developed with Skills Development Scotland to provide learners with the knowledge, skills and work-based experience, relevant to occupations in growth industry sectors. The City of Edinburgh Council and Edinburgh College offer Foundation Apprenticeships in the following areas:

- Children and Young People
- Engineering, Civil Engineering
- Social Services and Health care
- Creative Design and Media
- Financial Services, Accountancy and Business Skills
- Scientific Technologies
- ICT Software Development
- Food and Drink technologies

What qualification does the FA provide?

Most FA programmes last two years, with learners beginning their FA in S5. There are some one-year FA programmes available for S6 learners. The FA is offered through the School-College Partnership, so learners will spend part of the school week at Edinburgh College or with a local employer and complete the FA alongside other senior phase courses.

Attainment is measured by ongoing assessment in college and in the workplace – there is no final exam. On successful completion of the course, learners will achieve a Joint Qualification Certificate for the Foundation Apprenticeship comprising a National Progression Award (NPA) and a Scottish Vocational Qualification (SVQ) at Level 6.

Several progression pathways will be open to learners including accelerated entry onto a Modern Apprenticeship or continued study at college or university, dependent on meeting entry

requirements. The FA will support entry requirements to courses at University and College, and Modern and Graduate Apprenticeships.

By giving earlier exposure to the world of work and undertaking work-based projects, the Foundation Apprenticeship will help young people develop the necessary skills, experience and knowledge employers seek, all while still at school.

More details can be found at:

<https://www.apprenticeships.scot/become-an-apprentice/foundation-apprenticeships/>

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 it's accompanying Code of Practice: <https://education.gov.scot/parentzone/additional-support/the-additional-support-for-learning-act/>

It provides the following information:

- (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.

Further details of the policies and procedures can be found on Edinburgh Council website.

The Act requires each Education Authority to publish information about the Act. In on the Act, was produced by the City of Edinburgh Council:

<https://www.edinburgh.gov.uk/downloads/file/22136/in-on-the-act>

Literacy Difficulties/ Dyslexia

Dyslexia is evident when accurate and fluent word reading and/or spelling develops very incompletely or with great difficulty. This focuses on literacy learning at the 'word level' and implies that the problem is severe and persistent despite appropriate learning opportunities.

The Authority also recognises that there may be **associated difficulties**

- Reading comprehension
- Phonological awareness
- Processing: auditory and/or visual processing of language-based information
- Short-term and working memory
- Organisational skills and motor skills
- Maths
- Emotional and behavioural difficulties

Support and assessment begin in the classroom. Class teachers and Support for Learning teachers have resources and training to identify this learning difference and to put appropriate support strategies in place.

If you have concerns please speak to your child's class teacher in the first instance.

Specialist help is available in the form of our Support for Learning Teachers, 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 Teachers will support children in the classroom but will also withdraw for tuition when appropriate. Parents are consulted and informed throughout the time a child works with a Support for Learning Teacher. Provision for able children is also made in a variety of creative ways and again parents are consulted and informed about this.

Classroom Support

Pupil Support Assistants provide valuable support across school – they will work with the whole class, groups or individuals depending on specific needs.

English as an Additional Language

The Communities and Families Department provides English as an Additional Language (EAL) support for schools. Specialist EAL Teachers work with schools to support developing bilingual learners' English language skills and access to all areas of the curriculum, to enable them to achieve their potential.

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 Telephone 0845 123 2303
- Scottish Independent Advocacy Alliance, www.siaa.org.uk Telephone 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 Telephone 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 or class teacher to discuss any aspect of their child's needs. We will work with you to find and offer the best support. This may include support from our Pupil Support Officer who works with us on Tuesdays, Wednesdays and Thursdays.

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 offers a range places for children between 2-5 years and also provision for younger children referred to us by other professionals.

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.

If needed, an enhanced transition meeting will be planned between nursery and school.

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 offer a high quality educational experience and hope to work with parents and carers to support their children.

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.

Supporting Transition

The formal transition process begins each year in November with the first communications from the High School. Throughout the months ahead, there will be a transition parents' evenings at Queensferry High School. At these meetings, parents have the opportunity to meet senior staff from the high school and hear about the procedures which are in place to support the children's move to S1. In June the children have a three day placement in their chosen secondary school.

Children with additional support needs will have an enhanced transition meeting with staff from primary and secondary. All information will be shared and a plan made to ensure a successful move which may involve additional visits to the high to as part of the enhanced transition process.

Catchment Secondary School

Our catchment Secondary School is:

Queensferry High School
Station Road
South Queensferry
EH30 9JX

0131 319 3200

www.queensferryhigh.co.uk

Placing Requests

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

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

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

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

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

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

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

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

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

Transport for Placing Requests

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

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

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

Section Five – School Improvement

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 Education, and Children’s Services.

Standards and Quality Report

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

Our current school improvement plan centres on priorities within the themes of:

- Health, Wellbeing and Resilience
- Teaching, Learning and Assessment
- Equalities
- Equity and Inclusion

These documents can be found on our school website.

Websites

You may find the following websites useful.

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



Glossary/Acronyms

1+2	Mother tongue plus two additional languages	The policy to expand and improve learning so that by 2021 every child will learn a first additional language from Primary 1 and a second by Primary 5.
ACP	Anticipatory Care Plan	A document detailing how a patient would like their medical care to progress if they become unwell. For pupils with an ACP it should travel with them on school outings.
ADES	Association of Directors of Education in Scotland	The national organisation which represents directors and senior managers from Scottish local authorities.
ADHD	Attention Deficit Hyperactivity Disorder	ADHD is a condition that affects people's behaviour. People with ADHD can seem restless, may have trouble concentrating and may act on impulse.
AHDS	Association of Head Teachers and Deputies in Scotland	AHDS is a union for promoted teachers in primary, nursery and ASN schools.
AHPs	Allied Health Professionals	An umbrella term for a range of professional practitioners and support staff including Occupational Therapists, Physiotherapists, Speech and Language Therapist and Orthotists.
ASDAN	Award Scheme Development and Accreditation Network	A British education charity and awarding organisation. Provides programmes and qualifications for learners with special educational needs and disabilities.
ASD	Autism Spectrum Disorder	Autism is a lifelong, developmental condition that affects the way a person communicates, interacts and processes information.
ASL	Additional Support for Learning	Additional support for learning means giving children extra help or support so they can get the most out of their education.
ASN	Additional Support Needs	A child or young person is said to have additional support needs if they need more, or different, support to what is normally provided in schools or pre-schools to children of the same age.
BGE	Broad General Education	The broad general education begins in early learning and childcare and continues to the end of S3 (the third year of secondary school).
BNN	Bilingual Nursery Nurse	Nursery Nurse who works in English and another language, to support Early Years settings and schools (P1) in their work with children and families who have English as an Additional

		Language. This includes joint assessment of children with other additional support needs.
BSA	Bilingual Support Assistant	Bilingual Support Assistants support early stage EAL learners to access the curriculum using their home language and English; support home-school-home communication; and advise on cultural issues. In Edinburgh, we have BSAs for Arabic, Cantonese, Kurdish, Mandarin, Polish, Punjabi/Urdu.
CA	Classroom Assistant	Classroom assistants provide support to teachers.
CfE	Curriculum for Excellence	Curriculum for Excellence is the Scottish curriculum for pupils aged 3 - 18. It helps our children and young people gain the knowledge, skills and attributes needed for life in the 21st century.
CL	Curriculum Leader	A promoted teacher who typically works in a secondary school and has a specific remit to take a lead role in managing their curriculum area. They typically manage and lead a team of teaching staff within their subject area.
CLD	Community Learning and Development	Teams who work with and support communities in areas such as adult and family learning and youth work.
CLPL	Career-long Professional Learning	Ongoing learning throughout a professional's career.
COSLA	Convention of Scottish Local Authorities	A membership organisation for councillors in Scottish local authorities.
CPD	Continuing Professional Development	Each teacher in Scotland is required to undertake a certain amount of CPD each year to maintain or upgrade skills and knowledge (see PRD and PU).
CPM	Child's Planning Meeting	<p>A meeting to implement or review a child's plan. A personalised child's plan will be available when a child needs a range of extra support planned, delivered and co-ordinated.</p> <p>This will explain what should improve for the child, the actions to be taken and why the plan has been created.</p> <p>The child's plan is managed by a 'lead professional': someone with the right skills and experience to make sure the plan is managed properly. Depending on the situation and the child's needs, the lead professional may also be their named person.</p> <p>The child and parent(s) will know what information is being shared, with whom and for what purpose, and their views will</p>

		be taken into account. This may not happen in exceptional cases, such as where there is a concern for the safety of a child or someone else.
CSP	Co-ordinated Support Plan	A child/ young person is eligible for a CSP when they need support at school from services other than education services, on an ongoing basis. A CSP document gathers together reports and plans from all the professionals who will support a child with additional support needs in school, for example Speech and Language Therapists, Social Workers. A CSP should be reviewed every year and parents have a key role in this process.
CT	Class Teacher	Teacher who is assigned to a specific class. In secondary specialist provision they may also be known as the base class teacher.
CYPADM	Children and Young People Acute Deterioration Management	A document detailing how a patient would like their medical care to progress if they become very unwell. For pupils with a CYPADM it should be with them at all times.
DHT	Depute Head Teacher	The role of DHT will vary from school to school but generally they will stand in for the headteacher as necessary and will have responsibility for leadership and management of colleagues.
DO	Development officer	Development Officers are appointed, often on a temporary basis, to undertake specific development work at school or authority level.
D of E	Duke of Edinburgh Award	A youth awards programme founded in the UK in 1956 by Prince Philip, Duke of Edinburgh, that has since expanded to 144 nations. The award recognises wider achievement
EAL	English as an Additional Language	<p>A learner of English as an Additional Language is a pupil whose first language* is other than English.</p> <p>This includes children and young people:</p> <ul style="list-style-type: none"> - who arrive in Scotland from another country during their schooling - who have always lived in Scotland / UK and use a language other than English at home <p>* The first language is the language the child was initially exposed to in childhood and continues to be the language used at home and in the community.</p>

EE	Enhanced enrolment	Enrolment meeting with a new arrival whose first language is not English and their and parents-carers (supported by an interpreter, if needed). This meeting enables school to gather full information about the child or young person's language skills (in all languages they speak/read/write), prior education and attainment, strengths and interests, additional support needs; and to share key information about school with the learner and family. Through effective use of information gathered at an enrolment meeting, the school can fully support the learner's transition into education in Scotland.
EIS	Educational Institute of Scotland	The largest teaching union in Scotland
ELC	Early Learning and Childcare	This term is meant to emphasise that care and education of very young children are not two separate things as babies and young children are learning all the time. ELC settings include family centres, nursery schools, nursery classes attached to primary schools and childminders. These places may be run by local authorities, private businesses, voluntary sector organisations and self-employed individuals.
EP	Educational Psychologist	Educational psychologists support schools and the local authority to improve all children's experiences of learning. They use their training in psychology and knowledge of child development to assess difficulties children may be having with their learning.
EPG	Education Placement Group	A City of Edinburgh Council group that considers which specialist provisions to place pupils in.
ESOL	English for Speakers of Other Languages	ESOL is studied by those whose first language is not English. SQA ESOL qualifications for young people (S3-S6) are delivered through the Schools College Partnership and by some secondary schools. ESOL courses and classes for adults are delivered by different providers, e.g. local authorities, colleges, third sector organisations.
EYO/EYP	Early Years Officer/ Early Years Practitioner	EYOs and EYPs make up most of the staff who work in nurseries and pre-school settings in Scotland.
FE	Further Education	This is post-compulsory education which is different from that offered in universities. It is mainly taught in colleges as well as work-based learning or in adult and community learning.

FEF	Finance for Equity Funding	Funding for schools to address the poverty related attainment gap.
FLO	Family Learning Officer	This person may develop and run courses and activities for families so they can help or support their child's learning.
FSM	Free School Meals	
FTE	Full-time Equivalent	This is a way to measure how much time a member of school staff works in school. For example, FTE 1.0 means the person works full time, FTE 0.5 means the person is half-time.
GIRFEC	Getting it Right for Every Child	<p>A Scottish Government policy which aims to make sure all Scotland's children, young people and their families have support across public services such as health, education and social work.</p> <p>The GIRFEC approach supports children and young people so that they can grow up feeling loved, safe and respected and can realise their full potential.</p>
GRT	Gypsy Roma Traveller	<p>The term Gypsy, Roma and Traveller is used to describe a range of ethnic groups or people with nomadic ways of life, including:</p> <ul style="list-style-type: none"> • Gypsy Travellers (English, Welsh, Scottish, Irish Romany people) • Roma (more recent migrants in the UK from Central and Eastern Europe) <p>The term Traveller can also refer to groups that travel (e.g. New Travellers, Boaters, Bargees and Showpeople) however these are not ethnic groups.</p>
GTCS	General Teaching Council for Scotland	The professional body that maintains the register of teachers and ensures teachers' professional standards. In Scotland children must be taught by qualified and GTCS registered teachers.
GUS	Growing Up in Scotland	Growing Up in Scotland is a long-term study tracking the lives of thousands of children and their families from the early years through childhood and beyond. The main aim of the study is to provide new information to support policy-making in Scotland but it is also intended to provide a resource for practitioners, academics, the voluntary sector and parents.
HE	Higher Education	This is post-compulsory education which usually takes place in universities.
HESS	Health Education Support Service	1:1 support service to meet the complex care needs of pupils that meet specific health care criteria.

HGIOS 4	How Good Is Our School (version 4)	A self-evaluation tool kit for schools.
HNC/ HND	Higher National Certificate/ Higher National Diploma	Higher National Certificate (HNC) and Higher National Diploma (HND) are advanced qualifications equivalent to the first two years of study at university. They are offered by colleges, some universities and many training centres. HNCs take 1 year to complete and HNDs take 2 years.
HT	Head Teacher	Also known as a rector, the headteacher is the leader and manager of a school.
ICT	Information and Communications Technology	ICT in education can be found in the following ways: <ul style="list-style-type: none"> - as a subject, e.g. computer studies - as a tool to support teaching and learning, e.g. the use of whiteboards - as an administrative tool.
IEP	Individual Education Plan	An IEP is a document which sets out the goals and achievements of each school pupil. Every child should have an IEP and should also have an input to its content. It should be reviewed regularly.
ITE	Initial Teacher Education	This describes the courses taken by people who want to become teachers. Courses are available at universities across Scotland through a four year undergraduate course leading to a BEd degree or a one year Post Graduate Diploma in Education (PGDE).
ITS	Interpretation and Translation Service	
JASS	Junior Award Scheme for Schools	A progressive learning programme for young people which has been designed to recognise wider achievement.
LA	Local Authority	There are 32 local authorities in Scotland.
LAC	Looked After Child	Under the Children (Scotland) Act 1995, 'looked after children' are defined as those in the care of their local authority – sometimes referred to as a 'corporate parent'. There are many reasons children may become looked after, including: <ul style="list-style-type: none"> • they face abuse or neglect at home • they have disabilities that require special care • they are unaccompanied minors seeking asylum, or who have been illegally trafficked into the UK • they have been involved in the youth justice system

LGBT	Lesbian, Gay, Bisexual and Transgender	
LNCT	Local Negotiating Committee for Teachers	See SNCT. Some matters are devolved to LNCTs for local agreement. LNCTs are required to have constitutions setting out the recognition and procedures arrangements. In addition to a negotiating function LNCTs also provide a consultative mechanism.
MSP	Member of the Scottish Parliament	
NAS/UWT	National Association of Schoolmasters/ Union of Women Teachers	A teaching union.
NAT 1/2/3/4/5	National 1/2/3/4/5 qualification	<p>National courses have seven different levels; National 1 to 5 then Higher and Advanced Higher, but the buzz words that you will hear the most are Nat 4/5s and Highers as these are most likely to gain your child access to college and university.</p> <p>In fourth year pupils will study for Nat 1 - 5s depending on what their attainment level in each subject is.</p> <p>In most schools a fourth year pupil would tend to sit Nat 4 or 5s. If they decide to stay on for a fifth year, they can sit more Nat 4 or 5s and progress to Highers.</p>
NIF	National Improvement Framework	A Scottish Government framework focused on measuring and evaluating performance in schools. It includes parents and carers as part of the process.
NPFS	National Parent Forum for Scotland	Supported by the Scottish Government, NPFS provides a parental perspective for local and national policies and issues and helps support parental involvement.
NQ	National Qualifications	NQs are taken by young people in secondary schools, colleges and some training centres.
NVQ	National Vocational Qualification	Work based qualifications.

OSCR	Office of the Scottish Charity Regulator	OSCR decides whether to grant an organisation charitable status and to enter it on the Scottish Charity Register. They monitor charities to ensure they comply with the law.
OT	Occupational Therapist	Occupational Therapists can help people with practical tasks if they are: <ul style="list-style-type: none"> - physically disabled - recovering from an illness or operation - have learning disabilities - Have mental health problems They can look at aspects of daily life at home or in school. They look at activities that a person finds difficult to see if there is another way to do them.
PEEP	Personal Emergency Evacuation Plan	A plan for a person who may need assistance, for instance, a person with impaired mobility, to evacuate a building or reach a place of safety in the event of an emergency.
PEF	Pupil Equity Funding	Pupil Equity Funding is money that is given to schools to help them provide the best possible opportunities for children's learning. In particular, it is there to help the school support children who experience barriers to learning and who might be falling behind or not getting the same chances in their education because their family is experiencing poverty or other financial difficulties. This money is given to schools as part of the Scottish Government's Scottish Attainment Challenge. <p>Pupil Equity Funding is designed to support children in Primary 1 to S3 who are eligible and registered for free school meals. However, Headteachers can use their judgement to support other children in their school who are affected by poverty.</p> <p>For every child that is registered, the school will receive £1,200 in addition to their normal budget.</p> <p>The Headteacher decides how the money is spent and has to demonstrate the impact the funding has had on children affected by poverty.</p>
PLP	Personal Learning Plan	A document/folder where a pupil can keep a record of their goals and achievements alongside examples of their work.
PPP/ PFI	Public Private Partnership/ Public Finance Initiative	A collaboration between a local authority and private companies, often used in the building and management of schools.
PPR	Pupil Progress Record	A key record relating to a child/ young person's education that follows them through education.

PRD	Professional Review and Development	PRD is an essential part of the GTCS's Professional Update and professional learning. It provides teachers with ongoing opportunities to reflect on their practice and personal learning through professional learning conversations supported by an annual review meeting.
PSA	Pupil Support Assistant	Supports pupils with a wide variety of tasks in school. Also called Learning Support Assistant or Classroom Assistant.
PSE	Personal and Social Education	PSE addresses the learning outcomes within the Health and Wellbeing indicators in Curriculum for Excellence relating to mental, emotional, social and physical wellbeing, planning for choices and change, substance misuse and relationships, sexual health and parenthood.
PT	Principal Teacher	In primary and special schools this is usually a classroom teacher who also takes on some managerial roles within the school. In a secondary school this is typically a head of department or guidance position.
PU	Professional Update	This supports teachers to develop their skills and work. Teachers are asked to keep a record of their learning throughout their careers. This is logged on their GTCS profile and signed off by their line manager every 5 years.
PVG	Protection of Vulnerable Groups	The Protecting Vulnerable Groups (PVG) membership scheme is managed and delivered by Disclosure Scotland. It helps ensure people who work with children and protected adults
QIEO	Quality Education Improvement Officer	Usually a local authority officer who has a specific job around improving the performance of schools.
RA	Risk Assessment	A systematic process that involves identifying, analysing and controlling hazards and risks.
RME	Religious and Moral Education	
RSHP	Relationships, Sexual Health and Parenthood	
SAC	Scottish Attainment Challenge	<p>The Scottish Attainment Challenge aims to raise attainment of children and young people living in deprived areas, in order to close the attainment gap.</p> <p>It will drive forward improvements in educational outcomes to ensure that everyone is encouraged to be the best they can be.</p>

SALT/SaLT/SLT	Speech and Language Therapist	Speech and language therapists provide life-treatment, support and care for children and adults who have difficulties with communication, eating, drinking and swallowing.
SCCYP	Scottish Commissioner for Children and Young People	The Commissioner aims to promote and protect the rights of children and young people in Scotland.
SCEL	Scottish College for Educational Leadership	SCEL supports teaching staff by providing access to high quality leadership programmes of training.
SCQF	Scottish Credit and Qualifications Framework	This organisation promotes lifelong learning in Scotland. The Framework can help parents and young people to plan learning and develop routes through different types of learning.
SDO	Senior Development Officer	Senior Development Officers are appointed, often on a temporary basis, to undertake specific development work at school or authority level.
SEIC	South East Improvement Collaborative	A collaboration between City of Edinburgh, East Lothian, Fife, Midlothian and Scottish Borders councils to improve schools, early learning settings and other services for children and young people.
SEYO	Senior Early Years Officer	Work in pre-school and nurseries.
SHANARRI	Safe, Health, Achieving, Nurtured, Active, Respected, Responsible, Included	GIRFEC wellbeing indicators which help make it easier for children and families and the people working with them to discuss how a child or young person is doing at a point in time and if there is a need for support. At home, in school or the wider community, every child and young person should be safe, healthy, achieving, nurtured, active, respected, responsible and included.
SIF	Summary of Inspection Findings	This document is available on the Education Scotland website following an inspection.
SIP	School Improvement Plan	This document should show improvement targets for a school. This is typically now included in the SQIP.
SLS	School Leaders Scotland	A union for headteachers and depute headteachers.
SLT/SMT	Senior Leadership Team/ School	Usually includes the headteacher and depute head teachers; may also include the business manager and principal teachers.

	Management Team	
SNAG	School Nutrition Action Group	A committee which usually includes school staff, pupils, parents and local people to promote healthy eating within the school community.
SNCT	Scottish Negotiating Committee for Teachers	A tripartite body comprising members from teaching organisations, Local Authorities, and the Scottish Government. The SNCT follows a negotiating framework for teachers' pay and conditions of service.
SORT	School Operations Risk Toolkit	A risk framework to manage all risk assessments and guidance required in association with the response to Covid-19.
SQIP	Standards and Quality and Improvement Plan	The purpose of the annual SQIP is to report on the main achievements over the last school year and to bring about further improvement to the learning experiences and achievements of pupils. Improvement planning involves identifying what is good about a school, deciding how good a school can be and identifying the best way forward.
SSTA	Scottish Secondary Teachers Association	A teaching union.
STEM	Science, Technology, Engineering, Maths	The name used for this group of subjects.
SVQ	Scottish Vocational Qualification	These qualifications are based on standards drawn up by industry, commerce and education.
TALC	Team Around the Learning Community	A collaborative approach with Educational Settings and Partners to support and maximise learning, attainment and achievement
UCAS	University and Colleges Admissions Service	UCAS process most applications for entry to higher education throughout the UK.
UNCRC	United Nations Convention on the Rights of the Child	This is an international human rights treaty that grants all children and young people (aged 17 and under) a set of rights.
VOICE		A teaching union

VSDS	Volunteer Scotland - Disclosure Services	VSDS is funded by the Scottish Government to support some charities with processing disclosure checks.
VSE	Validated Self- Evaluation	This aims to support and challenge the work of education authorities to improve the quality of education and outcomes for learners.
YAD	Young Adult Disability Social Work Team	SW team that support families of young adults with complex disabilities as they transition from children and families into adult services.
YPPM	Young Person Planning Meeting	See CPM

Parent Feedback

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

Tell us what you think

Your feedback will help us to improve our handbook.

Name of school: _____

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

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

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

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.

Karen MacGregor

Head Teacher

Queensferry Primary School

The information in this school handbook is considered to be correct at the time of publication (**September 2022**), however, it is possible that there may be some inaccuracy as the school year progresses.